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ABSTRACT

A compilation of ideas from the nation's school-community relations experts, this handbook suggests many types of communication. The introduction describes school-community relations as a four-step process: (1) analyzing what, how, and with whom to communicate; (2) planning and formulating a timetable and evaluation methods; (3) communicating; and (4) evaluating to gauge impact and make adjustments. Suggestions for telephoning parents, instituting principal's rap-sessions, and forming a staff advisory committee are included in the chapter on internal building-level communications. A chapter on external building-level communications includes ideas for communicating with nonparents, political leaders, senior citizens, and ethnic groups. District-level communication techniques such as conducting informal polls, publicly displaying student art, and organizing district bus tours are suggested in another chapter. Dealing honestly and tactfully with reporters is advocated in a chapter on communicating with representatives of the news media. The chapter on citizen advisory groups contains practical suggestions on involving people in educational planning. Both inhouse and external publications are covered in another chapter that includes sample exemplary publications. The chapter on communication problems outlines rumor prevention and communication concerning problems like vandalism, desegregation, and school closure. Audiovisual methods, communication strategies for elections, and laws that affect school communication are also covered. (Author/JM)

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SCRIPT

SCHOOL/COMMUNITY RELATIONS

INNOVATIVE PROGRAM TECHNIQUES

HANDBOOK

A joint project of the

ARIZONA DEPARTMENT OF EDUCATION

and the

ARIZONA SCHOOL PUBLIC RELATIONS ASSOCIATION

ESEA TITLE IV–C PROJECT

1978

EA 010 858

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FOREWORD

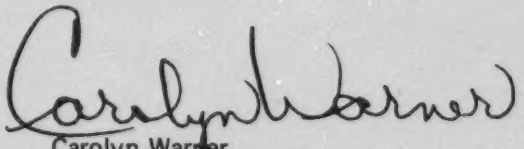
Sharing is an important aspect of education. It's a sharing of our time, energy, and learning tools.

We can impart information to those we teach or, more importantly, we can help them acquire "tools of learning" so they can have not only the information we possess, but can also master the necessary skills to learn those things that they personally wish to learn.

SCRIPT is a good example of people sharing learning tools that have been helpful to them with others who have a desire to learn.

Cooperation between the Arizona School Public Relations Association, the Arizona Department of Education, and school/community relations professionals all over our nation resulted in this unique project.

Education in our nation today is exciting, vitally important, and a real challenge. As school/community relations professionals, *SCRIPT* can help you meet this challenge.



Carolyn Warner
Superintendent

PREFACE

We sometimes become critical of those things we don't fully understand.

Public education is not always totally understood and therefore is frequently criticized. This criticism is often based on lack of information rather than disagreement with any particular aspect of our educational system.

SCRIPT is the tool that will help us "get out the word" that public education is alive, teachers are enthusiastic about teaching, schools are succeeding, and of primary importance—students are learning the necessary skills for growth in today's society.

The ideas in *SCRIPT* were submitted and compiled with school/community relations persons in mind. We hope these ideas and suggestions will be assimilated into each school system for its use in whatever way that school and/or community identifies as its priority.

Who cares about the relationship between schools and communities? Everyone cares—parents, students, teachers, nonparents, the general public, and media. The list is endless and so are the suggestions in *SCRIPT* for promoting caring and understanding of public education in America today.

Jim Hartgraves

Dr. Jim Hartgraves
Deputy Superintendent

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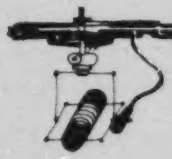
SECTION I



OVERVIEW

"WE JUST DON'T NEED PUBLIC RELATIONS!"

Heard that before? Whether we like it or not, public relations is a part of our daily existence—unless you live on an island—and few of us do. In education, a relationship will always be with us whether good or bad.

The heritage of our nation is rich in a tradition of providing an education for its citizens. Our school systems were founded on the principle of a free public education *for* the people.

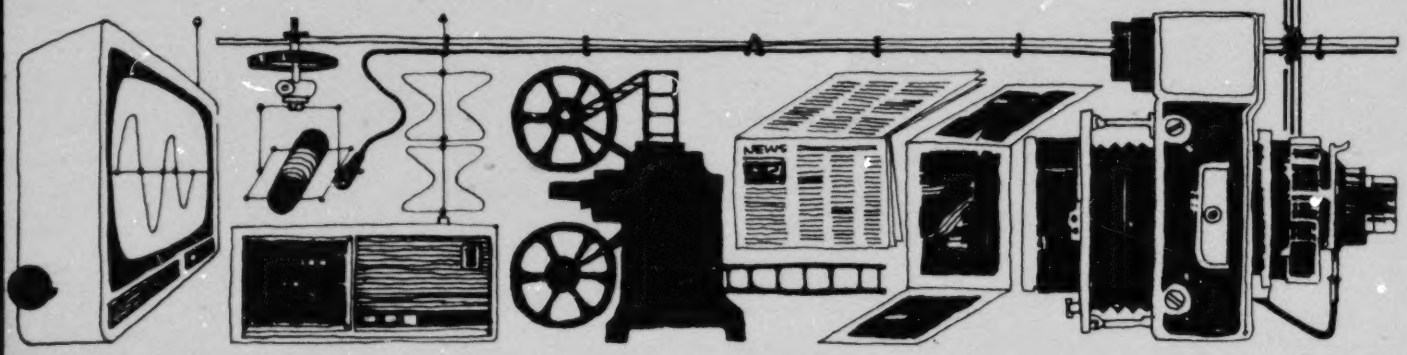
Our relations with the public may include the image projected by the school secretary, neighborhood bus driver, classroom teachers, janitor, principal, board members—in fact, the whole school community.

We have a choice—to make the contact with the public either positive or negative. By opening the pages of SCRIPT you have obviously made a decision to make it positive. We hope this combined effort of PR professionals will assist you in developing a more significant program of school/community relations.

A good definition of school public relations, or as it is often more correctly called, community relations, could easily fill the pages of the local phone book in an average U. S. city. So many different functions come under the umbrella of communication that the list is infinite.

The National School Public Relations Association has defined concisely and appropriately community relations as it applies to educational institutions:

> ". . . a planned and systematic two-way process of communications between an educational organization and its internal and external publics (designed to build morale, goodwill, cooperation and support for that organization)."



The need for planning a public relations program cannot be stressed too strongly. The four-step process outiined in "Getting Started" emphasizes:

- analyzing
- planning
- communicating
- evaluating

. . . rather than PR by accident.

This handbook represents a compilation of many hours of work in assimilating the best ideas about public relations. It is hoped it will provide information, both to beginners and PR pros, which will stimulate and perhaps spark creative imagination.

SCRIPT is a catalyst, and unlike Johnny Carson's "everything you ever wanted to know," this publication provides the essential ingredients, yet leaves a variety of ideas for you to adapt to local situations.

The communication devices are tried and true. They are workable ideas submitted by districts both large and small. The ideas are economical and extremely practical.

"Getting Started" and "How To" sections will be a springboard of helpful hints for beginning your program. Pros can leaf through SCRIPT to specific sections dealing with a wide range of communication topics.

A special section on current laws pertaining to educational systems has been included. Hopefully the topics have been adequately covered, but just in case something has been omitted the Arizona Department of Education and the Arizona School Public Relations Association plan additional supplements in the future.

SCRIPT obviously is restricted and therefore many of the PR ideas and devices submitted could not be included. A special thanks to those who contributed to this publication.

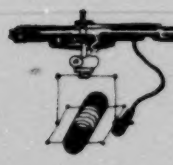
This project has taken many months to complete. The SCRIPT staff is grateful to the people listed in acknowledgements for their hours of work. We hope you will wear the binders off SCRIPT!

Finally, we welcome your comments. Please feel free to contact the Arizona Department of Education with your ideas, criticism, and accolades.

Good luck! Your task is noble and the staff of SCRIPT wishes you well.

Ralph Ferguson
Director of Technical Assistance
Arizona Department of Education
Phoenix, Arizona

SECTION II



GETTING STARTED

INTRODUCTION

Let's start at the beginning. That makes sense, but it is surprising just how many public relations programs begin in the center and work out.

Before we start to think about using the ideas in SCRIPT we need to do some brainstorming. We need to *analyze* our situation. Who are we trying to communicate with? What vehicles will reach the people we've identified?

The second step is *planning*. Good PR is not haphazard, but planned to achieve desired effects. Carrying out our plan we *communicate* with our audiences.

Evaluation is the often overlooked fourth step in the process. We need to gauge the impact of our message and perhaps make adjustments.

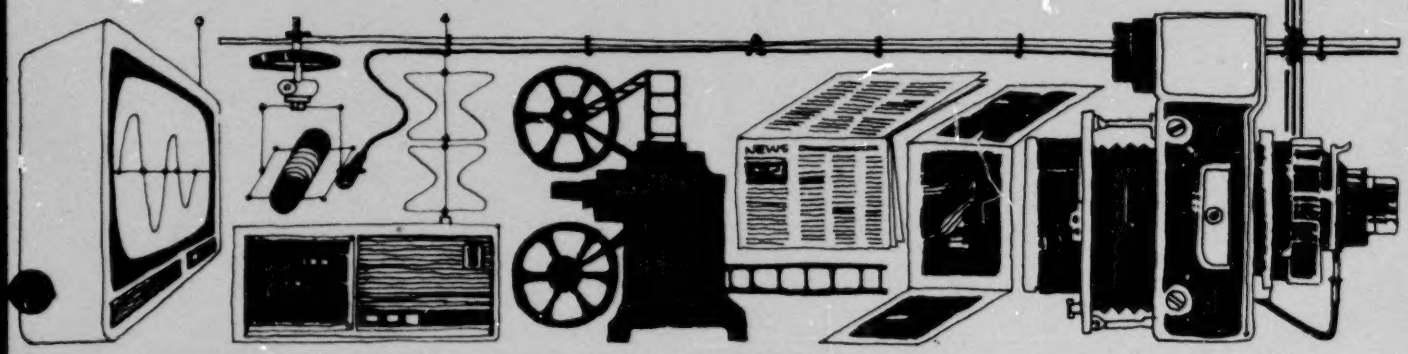
"Getting Started" is mostly concerned with planning and analysis. Here are some tips:

- Identify the problem or goal.
- Target the key audiences, both internal and external.
- Know the key audiences and determine in advance what channels of communication will work.
- Analyze communication channels available and choose the appropriate vehicle.
- Determine a timetable and resources.
- Develop in advance a method for evaluation.

The National School Public Relations Association program outline format is a good standard to follow in planning activities. In laying the groundwork for the program, the attached job descriptions and board policies will be useful.

Material included on surveys and opinion polling will be useful in analysis, as well as evaluation.

Mr. Kent J. Ord
Communications Specialist
Flagstaff Public Schools
Flagstaff, Arizona



THE BASIC HOME/SCHOOL COMMUNICATIONS PROGRAM

ANALYSIS

KNOW YOUR COMMUNITY

- Number of households in attendance area
  1. percent with children
  2. percent without children
- Racial or ethnic make-up of community
- Socio-economic level of community
  1. percent on ADC (Aid to Dependent Children)
  2. percent unemployed
  3. percent on social security
  4. percent of households qualifying for free or reduced-price lunches
- Number of households with only one parent
- Average number of children per household
- Any major employer?
- Churches serving the area
- Businesses in close proximity to school
- Educational background of parents – i.e., a lot of college graduates, high school completion, never finished 8th grade
- Service clubs operating in your area
- Number of households with Non-English speaking parents
- Number of households with foster children

KNOW THE CHANNELS OF COMMUNICATION

- What newspapers serve your area?
- What TV stations serve your area?
- What radio stations serve your area?
- How many children come from homes without a telephone?
- Where do parents get their information about the schools?
  1. Students?
  2. Newspaper?
  3. School newsletter?
  4. Staff?
  5. Other?
- Where do non-parents get their information about the schools?

- Where does your staff get its information about school and district?
- How many homes don't regularly subscribe to a newspaper?
- Who are the people in your attendance area who "talk to people" and are listened to, your "key communicators"?

KNOW YOUR PUBLICS

- All parents
- Selected parents
- PTO leadership
- Students
- Student leaders
- Business community
- Non-parents
  1. Senior citizens
  2. Young marrieds
- News media
- Classified staff
- Certificated staff
- Volunteers
- Aides
- Teacher organization leaders
- Board of Education
- Central office administration
- Social agencies serving school
- Other

TOOLS FOR ANALYSIS

- PR Activities Grid (Appendix A)
- Demographic Questionnaire (Appendix B)
- Developing An Effective Communication Program – Key Questions to Ask (Appendix C)
- Check Points for Principals (Appendix D)

APPENDIX A
PUBLIC RELATIONS–COMMUNICATIONS ACTIVITIES

_____ Proposed
_____ Current

7	6	5	4	3	2	1	ACTIVITY IN ONE SENTENCE
							Involving or Designed to reach
							Bldg Administrators
							Building Teachers
							Cafeteria Workers
							Clerks
							Custodians
							Aides
							Volunteers
							All Students
							Selected Students
							All Parents
							Selected Parents
							Area Citizens Non-School
							Other School Public (Internal)
							Community
							Other
							Other
							Other

APPENDIX B
HOW WELL DO YOU KNOW YOUR COMMUNITY?

I. Community beliefs
   A. Which of the following are most important to the people of your community? (What gives a man his status?)
      _____ Church attendance
      _____ Leading a religious life
      _____ Location of residence
      _____ Kind of work one does
      _____ Individual worth
      _____ Service to community
      _____ Length of residence
      _____ Going far in school
      _____ Friendliness
      _____ Wealth
      _____ Family background
      _____ Economic success
      _____ Others
   B. Every community has social layers. How would you describe the layers in your community? How easy is it to move from one layer to another?
   C. How loyal are the people to their community?
   D. How do the people react to new ideas?
   E. How are the newcomers received by the local people? How do they seem to adjust to the community?
   F. Do the people of organizations here cooperate with those of nearby communities for their mutual benefit?

II. Tradition
   A. What are the major historical developments of your community?
   B. Are the people here different from those of other places in regard to relationships or customs?
   C. What has been the role of the school board in developing and maintaining the school program? The role of the superintendent? The role of the principal? The role of the teacher?

III. Community aspirations
   A. What would you consider the outstanding needs of your community, and what organizations should or could tackle them?
   B. What do you like best about your community?
   C. What is your biggest complaint about it? What could or should be done about it?
   D. What are the most important things that should be done in improving the schools in your community?

IV. Decision making and leadership structure
   A. Who are the outstanding leaders in your community?
   B. Who decides the big issues in your community?
   C. How is the leader's influence exerted?

V. Physical setting
   A. What is the size of your community?
   B. What is the general topography of your community?
   C. What are the different neighborhoods in your community?
   D. How is your community located with relation to nearby communities?
   E. What is the nature of relationships with nearby communities?
   F. Climate
      1. What is the range in temperature?
      2. What is the average rainfall?
   G. Soil type
      1. Is the soil fertile?
      2. For what crops is it especially suited?
   H. Resources
      Are resources of your community effectively utilized?

VI. Population characteristics
   A. Kinds of people
      1. What proportion of the population is young, middle-aged, old?
      2. What is the ratio of men to women?
      3. What is the divorce rate?
      4. What proportion of the population is foreign born?
      5. What minority groups are represented?
   B. Growth of population
      1. What is the relationship of birth rate to death rate?
      2. What is the rate of out-migration?
         a. Where do people go?
         b. Why do they leave?
      3. What is the rate of in-migration?
         a. Where do people come from?
         b. Why did they come to this community?
      4. What is the population density?
   C. Education of population
      What proportion completed elementary school, high school, college?

VII. Community economy
   A. How many industries are there, and what is the size of each?
   B. How many people are employed?
   C. What number of employable people are unemployed?
   D. What is the total income?
   E. What is the per-capita income?
   F. What is the tax rate?

VIII. Formal groupings
- A. Religion
  1. How many denominations are represented?
  2. What proportion of the population belongs? Is membership increasing or decreasing?
  3. Are the churches debt free?
  4. How extensive are the church programs?
- B. Education
  1. How many nurseries and kindergartens are there in the community?
  2. How do the schools of your community rank with others of the state as to:
     a. Physical equipment?
     b. Per-pupil cost?
     c. Instructional cost?
     d. Teacher load?
     e. Instructional program?
- C. Social agencies
  1. How many social agencies are there?
  2. What services does each render?
  3. How are they financed?
  4. What needs are unprovided for by any existing agency?
  5. How many people are on public relief?
  6. How are juvenile delinquents handled?
- D. Local government
  1. What is the form?
  2. Is the public satisfied? If not, what proposals are indicated?
  3. Is there a planning board?
  4. Is there a zoning program?
- E. Recreation
  1. What recreational opportunities are provided?
  2. How are they supported?
- F. Health and safety
  1. What diseases are most prevalent?
  2. What public-health services are available?
  3. What is the ratio of physicians to population?
  4. What are the provisions for sanitation and inspection?
  5. What is the accident rate?
  6. What are the standards for the police department as to personnel, salaries, number, etc.?

IX. Relationship of groups
- A. Do organizations cooperate with each other?
- B. What organizations seem to be in conflict with each other?
- C. Are there too many organizations in the community?
- D. Do you recall any groups or factions in the community which seem to disagree or cannot get along?
- E. What groups consistently support the public schools?
- F. What groups have a major interest in keeping down the tax rate?

USE OF THE FORM

A typical reaction to the above form might be, "How can it be used?" While this is a question which can be answered only by each superintendent for his particular situation, some general leads are given here.

The mere exercise of giving answers may be profitable. Superintendents may be surprised and elated at how much they know about their community, or they may see gaps of which they were not aware.

Another use of the form may be as a method of keeping up with current developments. In today's rapidly changing communities, the need for such periodic checks is apparent.

New insights into previous failures or successes may result from reviewing the information gathered by use of the form. Understanding relationships between and among community characteristics may be made possible by the analysis of the data collected.

APPENDIX C
DEVELOPING AN EFFECTIVE COMMUNICATION PROGRAM

Effective administration demands thoughtful planning and preparation of a myriad of elements. Planning for communications is a necessary part of the administrative process. Therefore, planning and organizing for effective communication should be given a top priority in both the time and effort of administrators. Specifically organizational philosophy, goals, policy, and procedures should be developed to achieve and to maintain effective communications.

KEY QUESTIONS TO ASK

There are several key questions that it would be helpful to ask when planning the communications program:

1. What are our specific communications needs and goals?
2. What are our most severe problems and their causes?
3. Are our goals and expectations realistic and attainable?
4. Are attitudes of key personnel consistent with the communications needs, goals and policies?
5. How can the communications channels and organizational structure be revised to enhance communicating?
6. What information needs to go to whom, when, why, how, and by what means?
7. How prevalent is rumor and why?
8. How can the problems of specialized roles and differentiated status be overcome to facilitate improved communication?
9. Is there undue reliance on certain communications media? (For example, the written word.)
10. How can we assure better feedback and effectively evaluate the communications program?

APPENDIX D
CHECK POINTS FOR PRINCIPALS

The final responsibility for planning and executing a long-range public relations program rests with the principal. These check points will help judge an existing program or initiate a new one.

1. In planning a public relations program are you careful to:

   ____a. Allot an equally adequate amount of time to planning and systemizing a long-range program as you do for the instructional program?
   ____b. Involve your staff in planning, preferably through a committee of teachers and non-teaching personnel?
   ____c. Tailor a program to meet your community's unique needs and characteristics instead of adopting some other school's program?
   ____d. Keep the plan simple, and on paper, so that it is easily understood and operable?
   ____e. Move slowly, not stirring up community and staff suspicion?

2. Do you indicate to your staff the importance you place on good school-community relations by:

   ____a. Your own attitude, actions, and time devoted to this area?
   ____b. Providing the time, materials, and facilities your staff needs to carry out their responsibilities?
   ____c. Assuming responsibilities for school-community relations that can best be handled through the school office?
   ____d. Developing school policies, rules, and procedures that promote good school-community relations?

3. In working with the staff do you assume responsibility for:

   ____a. A continuous in-service program for all employees which will increase the understanding of the need for public relations and develop the skills needed to fulfill these needs?
   ____b. Promoting staff morale?
   ____c. Encouraging constructive staff associations with pupils, parents, and community?

4. In working with community do you:

   ____a. Conduct a continuous survey of its needs and attitudes?
   ____b. Keep the people regularly informed on all phases of the school program? Successes and problems?
   ____c. Provide channels for school-parent relations?
   ____d. Enlist the assistance and cooperation of lay leaders and organizations?
   ____e. Maintain regular contacts and flow of information with the local newspapers, radio, and TV stations?

Contributed by:
National School Public Relations Association
Arlington, Virginia

QUESTIONS TO ASK YOURSELF AND YOUR STAFF ABOUT YOUR SCHOOL OR BUILDING

How do the people in your building answer the telephone? Do your staff members transfer calls from one place to another all the time? SUGGESTION: Ask the people who answer the phone most often to make a list of the most commonly asked questions. Then set about making a list of the answers or the individuals who can answer them.

In your school or office, how do you handle visitors in your building? Can visitors find the office in your school? SUGGESTION: In larger or sprawled out buildings, have a floor plan made up and placed in two or three strategic locations with small signs on them that say, "You are here".

What kind of directional help do you offer people in large buildings? Instead of a sign that says "Visitors must report to the office," maybe a sign that says, "Visitors, please stop by the office upon your arrival," with an arrow showing the way to the office.

How are people treated in your building? Do you have hostesses to greet your visitors and show them around? Ned Hubbell told the story of the principal who always called a new student the night that he or she registered if the principal wasn't at school to greet them when they first arrived. He also told the story of the new student who was being registered. The principal greeted the parent and then spent all the rest of the time making conversation with the student, trying to make him feel at ease and at home.

What do you do to welcome new students on the first day? (Buddy system?)

How do you welcome or orient a new employee to your staff?

How does your building report a student's *positive* progress?

How do you report the bad news from your school?

How do you keep your total STAFF informed?

How do you interpret the rules and regulations of your school to parents and others in your attendance area?

How do you explain what your school stands for? What is your USP – unique selling point? i.e., your slogan is PRIDE, or West is Best, etc.

How do you involve people other than the staff and students in the "regular" life of your school?

How do you attract parents and/or non-parents to the programs of your school?

How worthwhile are your parent/teacher conferences? Do you have an evaluation for parents to fill out and thus give you feedback after their conference?

Do you have a student handbook written about your school? Is it given to parents? To non-parents?

How do you introduce new ideas in your building?

What do you do when the news media calls? Do you hedge and clam up, or do you answer the routine calls and send the more difficult ones on to the Community Relations Department?

How do you provide for recognition of staff and students?

How do you evaluate the performance of teachers and other staff members?

As a school, what do you say in print to parents?

How do you provide for regular feedback of opinions from your constituents?

How do you exit a student or staff member? In business, employees leaving a company are given a questionnaire to fill out asking their opinions about the company and their service there.

How does your school family seek to build pride in your school?

Contributed by:
Mr. Ned S. Hubbell
President, N. S. Hubbell & Associates, Inc.
Port Huron, Michigan

PLAN FOR IMPLEMENTING PUBLIC RELATIONS IDEAS

Idea	Audience	Who in Charge	Who Approve Or Contact	When	Budget	Extra Help Needed Who & What

COMMUNICATION CALENDAR
(a suggested sample to help counselors design their own)

Time	Action	Resource
Summer	Make overall PR Plan Develop Slide Presentation Design Brochure Write Speeches Visit radio & TV stations and newspapers Develop student handbook Plan career guidance week	Communication Survival Kit Principal – other schools
Aug.–Sept.	Make presentations to internal publics Make Needs Assessment	Communication Survival Kit Division of Guidance Services Area guidance consultants-supervisors
Oct.–Nov.–Dec.	Develop Annual Plan Attend Regional & State Workshop Implement Career Guidance Week Program	Area guidance counselors-supervisors KPGA
Jan.–Feb.–March	Make presentations to External Publics Interim Evaluation – check to see if your PR plan is working	Communication Survival Kit
April–May–June	End of Year Evaluation Needs Assessment for next year Report to School Board RECYCLE	Area guidance consultants and supervisors Principals and superintendents

Contributed by:
Ms. Shirley P. Williamson, Head
Office of Communication Services
Kentucky Department of Education
Frankfort, Kentucky

MESA PUBLIC SCHOOLS
Job Description

POSITION:

Community Relations Director

REQUIREMENTS:

- Experience in community and/or public relations
- Training and/or experience in journalism and mass media
- Commercial art training desirable, or competency
- Ability to meet, work with, and communicate effectively with others
- Knowledge and competency in writing, both news and feature style
- Demonstrated ability in publication writing, layout and design
- Above average language competencies as measured by test
- Satisfactory personal qualities for human relations
- Good health, physical stamina, fitness, and vitality
- Teaching and/or administrative experience (not required)

DUTIES:

- Serve as information liaison between the total school system and the community at large.
- Set annual objectives for the district's community relations program and plan the budget for meeting these objectives.
- Serve as liaison person between the district and the news media and supervise the production and distribution of all news releases; arrange for news conferences as required.
- Cooperate with the district administrators and other staff members, as appropriate, in publicizing and promoting performances, exhibitions, displays, dedications, or special programs sponsored by the schools and open to the public.
- Provide professional public relations consultive services and assistance when requested to administration, Board of Education, schools, parent groups, and student groups.
- Provide professional assistance to administrative departments and schools in the development of various publications (brochures, newsletters, information bulletins).
- Prior to final publication, review all publications which will be disseminated to the general public.
- Recommend innovative avenues of communications and relations for internal communications.
- Recommend innovative avenues of communications and relations for external communications.
- Provide in-service training on various subjects connected with community or public relations.
- Evaluate the community relations program at regular intervals in order to ascertain its effectiveness in meeting the objectives.
- Solicit feedback through formal and informal means on activities, products and purposes of the community relations program and the school district in general.
- Develop and maintain accurate records regarding the news coverage of education in general, the Mesa schools in particular, the distribution of materials, and any other internal records which facilitate the success of the community relations program.

- Maintain high standards of personal and professional conduct, guided in all activities by truth, accuracy, fairness, and good taste.
- Attend all pre-meetings, regular and special meetings of the Board of Education.
- Develop, supervise, and maintain activities for the Gold Card Club.
- Plan and coordinate Mesa Education Week annually.
- Plan and coordinate Grandparents' Week annually.
- Provide news items of interest to appropriate administrators, thus assisting them to be well informed on the various developments related to their fields.
- Publish and distribute the Mes-A-Genda, the internal employee newsletter, each week.
- Publish and distribute the Mesa Public Schools TODAY community newsletter four or five times per year, dependent on budget limitations.
- Expedite the responses to all inquiries and complaints received by the department from citizens, news media, and school personnel.
- Serve as the district spokesperson to all non-Mesa news media (major daily newspapers, television, radio).
- Stay abreast of professional practices in the field through participation in the affairs of the National School Public Relations Association.
- Perform such other tasks as may be assigned by the Superintendent.

SUPERVISION:

Superintendent

TERMS:

Term of Contract: 12 months

Contributed by:
Ms. Joanie L. Flatt
Community Relations Director
Mesa Public Schools
Mesa, Arizona

LINCOLN PUBLIC SCHOOLS
Job Descriptions

ORGANIZATION OF THE PUBLICATIONS AND INFORMATION STAFF

The Lincoln Public Schools' organization for communications efforts involves five professional/management staff members and supporting personnel for a total of 16 employees. The duties assigned the professional/management personnel are shown below:

ADMINISTRATIVE ASSISTANT, PUBLICATIONS AND INFORMATION

The administrative assistant for publications and information is responsible to the superintendent of schools and is a member of the 10-person superintendent's cabinet. His responsibilities include:

- Advising the superintendent and other cabinet members on communications and public relations;
- Managing the publications program (preparation, typesetting, layout, design, printing, processing, and distributing);

- Managing the information program (media relations, communication with parent organizations, liaison with community agencies);
- Serving as an aide to the superintendent, representing him when he is unable to make a presentation or meet with a group;
- Serving as the lobbyist for the school district in the state legislature.

STAFF ASSISTANT, GRAPHICS DESIGN

The graphics design assistant is a graphic artist responsible to the administrative assistant. He helps all members of the P & I staff with layout and design of printed and other visual materials. Specifically, his job entails:

- Design and layout of publications;
- Creation and revision of all forms used in the district;
- Supervision of the district forms system;
- Design of transparencies, slides, posters, and other visual media;
- Liaison with printers used for commercial printing contracts;

STAFF ASSISTANT, INTERNAL COMMUNICATION

The internal communication assistant is charged with keeping the 3,000 employees of the Lincoln Public Schools well informed of the operations of the school district and with assisting in communication with parent groups. He reports to the administrative assistant.

Some of his duties are:

- To write and edit the weekly FOCUS staff newsletter;
- To oversee production of the weekly compilation of the proceedings of committees and councils, called the REPORTER;
- To write and edit special newsletters, e.g., the multicultural education newsletter and the special education parents newsletter;
- To supervise special public relations events, e.g., the retirement workshop, building dedications;
- To provide technical writing and editing assistance for federal, state, and foundation grant applications;
- To write, edit and prepare all internal brochures, pamphlets and special publications, requesting assistance from the graphics design assistant as needed.

STAFF ASSISTANT, MEDIA RELATIONS, AUDIOVISUAL PRODUCTION AND BUILDING LIAISON

This staff assistant is an electronic journalist with media experience, who also reports to the administrative assistant.

He is expected to be familiar with the needs and the working routine of reporters. He also has the training and experience needed to produce quality audiovisual materials for the public relations use by central staff or building staffs. Specifically, his duties include:

- Providing assistance to reporters in the gathering of news and feature material;
- Writing, editing and producing audiovisual and electronic programs for the central office and individual buildings;
- Providing a communications-link between the central office and the individual buildings;
- Giving technical support to building-developed communication programs;

- Providing assistance to secondary school journalism teachers;
- Providing photographic services, especially color slides.

MANAGER, ADMINISTRATIVE SUPPORT SYSTEM

In the Lincoln Public Schools, the in-house publishing operation is fairly extensive, and it includes a correspondence-type word processing center as well as a typesetting center, a print shop, and a mailroom. All of these operations are directly supervised by the administrative support service manager. She reports to the administrative assistant for publications and information. Specifically, her duties include:

- Directing the operations of the Word Processing Center, the Duplication Center and the inter-school and U.S. Mail systems;
- Providing support services to all departments of the central office and to the administrators of individual school buildings;
- Providing training programs in dictation and the uses of the Word Processing Center to administrators and office staff members;
- Providing technical advice and information to the administrative assistant for publications and information.

Contributed by:
Mr. Joseph P. Rowson, Administrative Assistant
Lincoln Public Schools
Lincoln, Nebraska

PUBLIC INFORMATION PROGRAM

The public school system is a community institution conducted in the public interest by administration and staff responsible to the elected Board of Directors. This policy statement acknowledges the need for vigorous public relations and communications programs to insure that goals and priorities of the school system and community are mutually beneficial.

From the schools' standpoint, the basis of good public relations is a sound school program. The effectiveness of school and teacher in helping each student learn and develop determines in large measure people's attitudes toward their schools. Therefore, the principal and teachers in each building are key figures in effective public relations. The school principal has responsibility for seeing that communications are open with parents and citizens in his or her attendance area.

The Directors are elected to represent the people. They must remain well informed about the progress and condition of the schools. In addition, Directors have the responsibility of seeking out public opinion and weighing it in developing fiscal, personnel, and educational policies for the District. Likewise, Directors must conduct the District's business in such a way that patrons always have a true and informed understanding of school policies, programs, priorities, and problems.

To these ends the Board encourages and supports a year-round continuous process of communications with constituents of the District. The Board assigns to the Superintendent responsibility for establishing a plan of communications, both internal and external, and encourages use of all media within means of the District to keep people informed about their schools.

Contributed by:
Central Valley School District No. 356
Spokane, Washington

PUBLIC INFORMATION PROGRAM

The Board of Education of USD No. 457 believes that an effective communications program is a necessary component of a school system's organization and operation. Therefore, the Board supports the Superintendent and principals in the organization, maintenance, and operation of an effective community relations program.

The district's communications program should:

1. Encourage a better understanding of the goals, needs, and accomplishments of the total educational program;

2. Be a planned, systematic, two-way process between the Board and Superintendent and the district's employees and the community;

3. Include the use of a variety of media such as meetings, letters, circulars, seminars, publications, and personal contacts;

4. Provide the communication channels necessary for resolving grievances and eliminating misunderstandings.

Each school's communications program should:

1. Encourage informal, as well as formal, methods of communication;
2. Include the use of a variety of media such as meetings, publications, and personal contacts;
3. Supplement and support the general communications program of the school system.

Contributed by:
Garden City Unified School District No. 457
Garden City, Kansas

CHECKLIST: THE BOARD AND ITS COMMUNICATION EFFORT

"One of the school board's first jobs is to assure optimum citizen-educator understanding about goals, processes, and programs. Communication is the key to citizen-educator understanding." So said Albert E. Holliday, speaking at a session on public relations at the February convention of the American Association of School Administrators. "But," he added, "too many boards allow communication to 'happen'."

They fail to implement consciously and by policy a total public communication effort. Mr. Holliday's checklist for assessing your effort in this regard follows. The author is Director of the Educational Communications Center, Camp Hill, Pennsylvania, and the former director of public information for the Pennsylvania Department of Education.

YES NO

___ ___ 1. **Has the board adopted a comprehensive policy on communication?** Policy is needed to clarify goals and state priorities. An excellent policy will declare the board's intent to demonstrate accountability to the public, keep people informed through a program of internal and external communication, and staff the program and provide adequate resources for its operations.

___ ___ 2. **Has the board authorized a planned program of communication?** Good communications usually don't take place by accident. Only by planning can a board provide a basic foundation of information to internal audiences, the public, and news media as to what schools are doing and why.

___ ___ 3. **Has the board identified communicative responsibilities of itself, administrators, teachers, and supporting staff?** Each person in a system has responsibilities to communicate. The board must define these and then insure that people have adequate knowledge, time, and resources to carry them out. At the same time, someone in the district should be assigned overall coordination of the program. Depending on the size of the system, this may be a part- or half-time person or a full-time coordinator with a staff.

___ ___ 4. **Has the board developed a systematized feedback involving internal and external audiences?** Finding out what people think before major decisions are made or to institute action to avoid trouble is a necessity for a board to properly fulfill its function. Consider doing a random sample poll, meeting with citizens at informal breakfasts in the cafeteria, and establishing short-range advisory committees as means of stimulating feedback.

___ ___ 5. **Has the board provided opportunities for people to be involved in their school system?** The more direct contacts people have with schools, the more likely they are to understand what is going on and why. Through involvement, people can share ideas and work together toward common goals.

___ ___ 6. **Does the board make sure all aspects of the school enterprise are evaluated?** In an economy where most people have to pinch their pennies, citizens demand proof their governmental dollars are well spent. A board must share with citizens results of assessment, accreditation agency reports, and other evaluative means so people know what the system does well and where it could be improved.

___ ___ 7. **Has the board instituted positive human relations in the system?** People who learn and work in schools ought to be able to achieve their personal goals in a mutually supportive atmosphere. The payoff for a system which encourages healthy human relations will be seen in positive attitudes of students and staff.

Contributed by:
National School Boards Association
Washington, D.C.

PROGRAM OUTLINE

BRIEFLY STATE PROJECT:

PURPOSES OF PROJECT:

PROCEDURES:

SECTION II--20

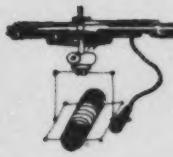
RESOURCES NEEDED, COST ESTIMATES:

TIME SCHEDULE FOR PROJECT:

ASSESSMENT METHODS:

Contributed by:
National School Public Relations Association
Arlington, Virginia

SECTION III



BUILDING-LEVEL COMMUNICATIONS

INTERNAL

INTRODUCTION

Internal Building-Level Communications is an integral part of a school district's overall public relations program.

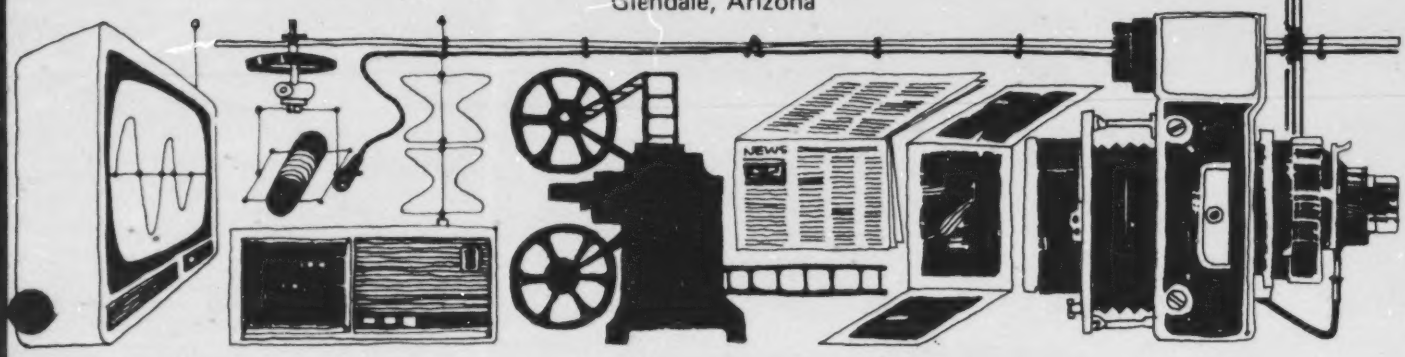
This particular section of *SCRIPT* contains program information and ideas which have proven successful for schools throughout the United States.

Materials have been placed in this section in an attempt to give the reader some ideas and helpful hints concerning the communications program for a school.

It should be understood that the material included in this section is not an all-encompassing program, but ideas to help educators begin or add to a building-level communications program.

Material may be adapted to the needs of the individual area, used in total, or provide the motivation for the development of additional methods of communication which could prove successful.

Mr. Lyle Braughton
Assistant Superintendent for Instructional Services
Glendale Elementary School District
Glendale, Arizona



WORKING WITH PARENTS

ABC's OF WORKING WITH PARENTS

Accept parents as they are.
Believe that parents are sincerely concerned about all aspects of their child's growth and development.
Compliment parents on their child's attitude, behavior, performance.
Discuss topics that interest parents.
Encourage parents to become involved in their child's education.
Familiarize yourself with each family's situation.
Give parents an opportunity to question and express their opinions.
Help parents develop confidence in their abilities. Parents have much to offer the school program.
Invite parents to participate in all school activities.
Judge not.
Know the community resources available to parents.
Listen to what parents are saying.
Make every effort to involve all parents. Telephone calls and home visits are helpful.
Never say it can't be done.
Offer opportunities for parents to develop a better understanding of the school program.
Plan appropriate activities for parent volunteers.
Question open-endedly to stimulate more discussion rather than using close-ended questions.
Remember that school is not the only factor influencing the family.
Show that you are genuinely interested in the parents.
Thank parents for attending meetings, serving as volunteers.
Understand that parents have a right to express their opinions.
Vary your approaches to parent involvement.
Welcome parents and be sincere.
X-ray your parent involvement program regularly.
You must help parents feel comfortable and needed.
Zeal on your part is essential to a successful parent involvement program.

Contributed by:
Ms. Mauvolene F. Thomas, Parent Coordinator
Tucson Public Schools
Tucson, Arizona

TELEPHONE TELL-A-PARENT

In addition to more formal or face-to-face parent-teacher conferences, other quicker and more informal means of communication between home and school are possible.

The idea of encouraging teachers to make positive phone calls to parents has been catching on around the country, proving that a little unexpected attention can go a long way toward improving a school's image.

All teachers in Lincoln, Nebraska, who agreed to make at least one happy phone call each week were asked to return a "Count Me In" card to the office of publications and information. In less than two months, 251 cards were returned out of 1,500—including at least one from all secondary schools and all but six of the 32 elementary schools.

Contributed by:
Ms. Virginia M. Ross, Director of School Communication Services
National School Public Relations Association
Arlington, Virginia

SEND GOOD-NEWS NOTES

A happygram or good-news note are excellent ways to tell parents about the positive things their students are doing.

Contributed by:
Mr. Kent Ord, Public Relations Consultant
Flagstaff Public Schools
Flagstaff, Arizona

PROJECT COFFEE CUP

The price of coffee is a factor now, but tea can serve just as well. Here's how it works: Design a small coupon (about the usual sized coupon) and print on colorful book stock. The message will run along these lines: "Good for one cup of coffee at _____(name)_____ School on _____(date)_____ between _____(time)_____ with members of our staff. No R.S.V.P. needed, but hope you can join us over a cup of coffee." Do it while school is in session.

Contributed by:
Ms. Kathleen I. Woodman, Director of School/Community Relations
School District U-46
Elgin, Illinois

OPEN HOUSE

1. Set the time for the convenience of your public, not the staff. Plan ahead and do not conflict with another important community activity.
2. Assign students as well as faculty to the planning committees.
3. Include important facts about the vocational program in the invitations.
4. Appoint student and faculty guides to show visitors around classrooms and shops.
5. Set up displays showing student-made work in strategic locations.
6. Give away prizes made by students or donated by industry.
7. Present student-made school souvenirs (ash trays, paper weights, memo pads) to all guests.
8. Let the home economics department prepare and/or serve refreshments.
9. Invite the press to attend and make special arrangements for guides for reporters and photographers.
10. If you plan a program, keep it short, so there is time for all to visit the shops and classrooms.
11. Arrange for registration, to check number in attendance and to build up mailing lists.

Contributed by:
Mr. Larry Hogue, Public Relations Coordinator
Mississippi State Department of Education
Jackson, Mississippi

WORKING WITH STUDENTS

IMPROVING SCHOOL-STUDENT COMMUNICATIONS

1. Principals publish periodic newsletters for students—used to promote club activities, recognize birthdays, new titles in school book store, etc.
2. Principal invites students in for "birthday chat."
3. Make a movie, sound/slide presentation, etc., and have showing in each of the classrooms.

4. Establish a principal-student rap session.

5. Take the word "office" off the door to the principal's office, replace it with the words conference room, and establish an open-door policy for students.

6. Produce a news program for the school every morning–using whatever electronic communications vehicle is available.

7. Have teachers review the school day with elementary pupils to help avoid the "What did you do at school, nothing" syndrome.

Contributed by:
Ms. Kay Bullock, Publications Coordinator
State Department of Public Instruction
Raleigh, North Carolina

WORKING WITH THE STAFF

"OUR SCHOOL"

1. A key part, if not the most important part, of the school communications program is sound **internal communications.** Every school administrator wants **good staff morale**–and many studies indicate that good morale is directly dependent on the effectiveness of two-way communications efforts.

2. It's important to **establish a team spirit.** Employees want to be informed; they want to offer suggestions; they want to be a vital part of the two-way communications flow. The desire to be in on what's going on is often listed as the number one job concern by employees.

3. To establish the "our school" feeling, you must **inform** employees **about almost everything** going on in the schools that affects them.

4. One of the first things you must do is **identify your staff**–other administrators, teachers, secretaries, custodians, bus drivers, cafeteria workers, paraprofessionals and anyone else on the staff.

5. **Teachers** are the most important part of the school's PR program. Teachers who do an excellent job in the classroom and who know what's going on in their system convey a favorable impression to the people they meet. Every effort must be exerted to communicate constantly with all teachers.

6. PR for new teachers is important. Welcoming committee, "open-door" policy.

7. Eat lunch with various staff members as often as possible. Follow up lunch discussions with memos noting action taken as a result of teacher or staff suggestions.

8. Establish a **staff advisory committee.** Don't load it with friends favorable to the administration's ideas; let it be representative of the staff, perhaps elected by them. Meet with this group on a regular basis.

9. Encourage all staff to let administrators know about problems or potential problems.

10. Place suggestion boxes in easily accessible locations throughout buildings. Encourage all staff members—not just teachers—to use these boxes to improve whatever they can in their building.

11. Have a **memo book** near teachers' mailboxes. Teachers can ask questions or make suggestions in the morning, and by the end of the day an administrator's responses should be next to their suggestions.

12. Get back to staff who make suggestions or ask questions. One of the most frustrating feelings for an employee is to make a suggestion or ask a question that is never reacted to.

13. Survey via a **questionnaire** how the faculty feels about the communications flow. Ask for reactions to current attempts and suggestions for improvement.

14. Give all the employees a copy of any publication before it is sent to the general public.

15. Distribute a **one-page wrap-up of the school board's actions** the morning after the meeting. Include information germane to the staff; omit insignificant information.

16. Include a small one-page **information sheet** with each paycheck. Calendar of events, important messages to staff, etc.

17. Prepare an **internal newsletter or newssheet** for all staff members.

18. Encourage faculty to **exchange ideas** through the newsletter.

19. Handbook on policies, etc.

20. Don't forget **nonteaching personnel.**

21. **Workshop** for representative of all staff—problem solving meeting with board members, teachers, principals, bus drivers, school lunch personnel, etc.

SUPPORT STAFF

How can you help to get some moves under way that will recognize the support staff and satisfy their need to be listened to, to feel a part of the entire school staff? The following ideas came from meetings of aides, food service workers, custodians, and bus drivers held by Mary Lindskog, Independent School District 281, Robbinsdale (Minn.) Area Schools.

Aides Say . . .

- Have a meeting of the aides before school starts so that they can be briefed on their duties, meet some people and become familiar with the building.
- Have clearly defined job descriptions for aides so they know precisely where their responsibilities begin and end.
- One school has a short staff meeting every morning before classes start, to talk about what is happening for the day. The aides describe this as "100% communications."
- One school has a printed picture booklet with everyone's picture, name and position. This is distributed to all staff. Another school has a large bulletin board displaying the pictures of staff and written interviews students have had with various members.

Food Service Staffers Say . . .

- Invite parents to visit the cafeteria to have lunch with their children.
- Organize a short course by a professional on first aid for lunchroom and kitchen accidents such as burns, bleeding and choking. And spell out cafeteria staff's responsibilities in case of accidents.
- Set up communications between students and cafeteria workers as part of orientation. Explain policies and rules to students so they will know what to expect when they come to the cafeteria.
- Impress on teachers the importance of notifying cafeteria workers in advance of field trips. Also point out the difficulties that arise when teachers use the cafeteria as a supply house for projects.
- Instead of white aprons all the time, encourage the cafeteria staff to wear colored ones for a change–blue, pink, aqua or yellow.
- Make it easy for the cafeteria staff to get replacement equipment.

Custodians Say . . .

- Describe the role of the custodian in teacher, student and parent handbooks.
- Spell out the custodian's responsibility, if any, for discipline.
- Be sure custodians get ample notice and schedules when activities around school are changed.

- Consult custodians when new buildings are being planned. They will have practical suggestions for saving school money and making their own jobs easier.

Making Them Part of the Family

- Remind the administrator to include support staff members or representatives in staff "family" meetings.
- Include support staff members in social events. Recognize their birthdays and personal achievements.
- Make sure support staff are made part of the decision-making process when open houses, parent conferences and other special events are planned.
- Make sure support staff people are included on the routing list for all written communications.
- Develop a support staff appreciation day sponsored by office personnel, but also include teachers and administrators.

Contributed by:
National School Public Relations Association
Making the Wheels Go Round
Arlington, Virginia

TIPS FOR TEACHERS

1. Maintain an open door to parents at all times.
2. Make an inventory of the human resources in the school community. Invite parents with talents to lecture classes.
3. Call the parents of every child in a class at least once a year to report on the child's progress.
4. In elementary grades, send notes home once a semester with at least one positive comment about each child.
5. Serve on the system's communication advisory committee.
6. Arrange displays of student art work in windows of local businesses.
7. Reverse roles with students occasionally—teachers listen and students teach.
8. Hold luncheon meetings with parents of young children in school cafeteria.
9. Hold demonstration classes for parents and other citizens.
10. Schedule meetings at times when it is convenient for fathers as well as mothers to attend them.

11. Coordinate preparation of articles by students in the school's student newspaper.

12. Conduct a "Meet the Press" session in class with the superintendent, the principal, a board member as guest and students as reporters.

13. Switch classes with a nearby parochial or private school teacher once or twice a year.

14. Assist students in a study of the functions of the school board.

15. Request released time for home visits, conferences and planning.

16. Help students publish a class newspaper and send it home to parents.

17. Attend at least two board meetings each year.

18. Write articles about classroom activities for the weekly newspaper.

19. Study classroom management styles–strive to seek a humanistic approach.

20. Prepare a slide show on a classroom activity to show at a PTA meeting.

21. Help students make a Super-8 movie of a play to show to parents.

22. Assist high school students in setting up a tutoring service for other students.

23. Participate in the system's speakers' bureau.

24. Form an "innovative ideas" council of teachers.

25. Set up a student achievement bulletin board to exhibit art work, letters, citations, etc.

26. Arrange breakfasts with parents in the school cafeteria to discuss children's progress and parent reactions and suggestions.

27. Appear on the school district's programs on the community's cable television system.

28. Help students write and tape record a play, skit or report for broadcast to the entire class.

29. Help students write letters to the editor of local newspapers on issues of concern to students.

30. Urge the local radio station to prepare a student personality feature each week.

31. Stimulate the administration to implement in-service programs and workshops on the role of teachers in public and human relations.

32. Volunteer to switch duties for a day with an administrator.

33. Give children opportunities to vote–after discussion and debate–on how or when they will do certain activities or what activities they will do.

Contributed by:
Mr. Nick Goble, Director of Public Relations
Pennsylvania School Boards Association
Harrisburg, Pennsylvania

SECTION IV

BUILDING-LEVEL COMMUNICATIONS

EXTERNAL

INTRODUCTION

Everyone outside the school family can be considered external publics. Reaching them may well be the biggest communications challenge.

To begin with, they are not a captive audience. Their lives are filled with interests and demands that, for the most part, have little to do with the school. Chances are, they won't even ask what's happening there until tax or bond election time.

The burden is to create an awareness of the good in schools and earn the support of these publics. But first, their attention must be captured. To create an interest in the school. And somehow, make it a part of their lives.

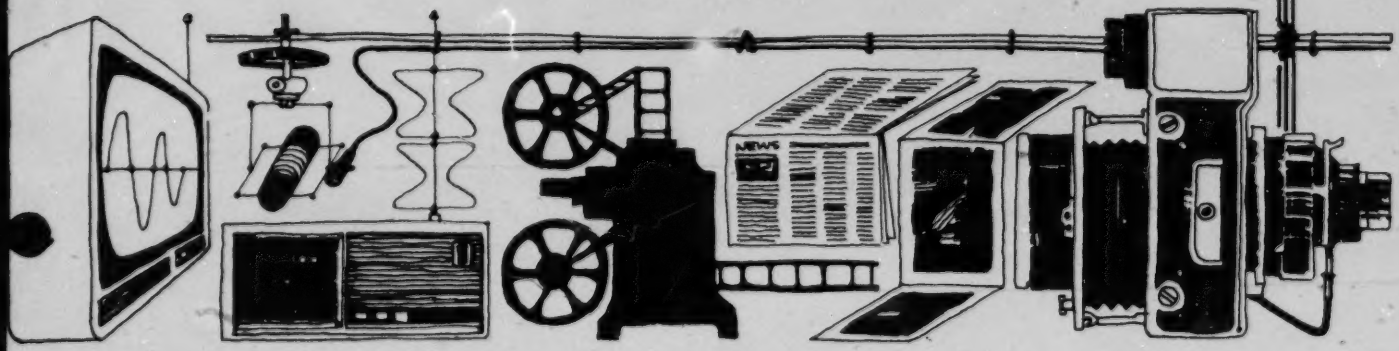
That takes some research and judicious planning. Define the specific audiences. Find out what they know about your school. Give some thought to the best way of reaching and involving them. Appeal to their interests.

The chapter on "Getting Started" should be read thoroughly with a firm promise to practice what it preaches. Only then will this section be of value.

Included in this section are some examples of specific external publics that should be considered. Also included is a sampling of good ideas for communicating with and involving some of those publics. Some ideas are widely used. Others are rather unique. All have worked somewhere for someone. If an idea fits your needs, plug it into your communication plan. Or, use it as a springboard for a better idea.

And keep in mind that one idea may fit a number of different audiences.

Ms. Maggie Beebe
Director of Communications
Glendale Union High School District
Glendale, Arizona



SOME PUBLICS TO CONSIDER

NONPARENTS	POLITICAL LEADERS
NEWCOMERS	SENIOR CITIZENS
REALTORS	NEWS MEDIA REPRESENTATIVES
BUSINESS REPRESENTATIVES	CLERGY
CIVIC AND PROFESSIONAL GROUPS	ETHNIC GROUPS

IDEAS FOR COMMUNICATING . . .

. . . WITH NONPARENTS OR THE GENERAL PUBLIC

NEWSLETTERS Prepare a monthly newsletter that can be bulk mailed to all school attendance area residents to keep them up to date on education programs. Our newsletters are extremely positive and feature student achievements, "behind-the-scenes" of various departments, and a complete schedule of sports activities, meetings and other dates of interest.

VISIBILITY Be seen! The superintendent and department heads and staff can't be at enough events. And that applies to the principal and administrators of the local school, as well. You should attend all special events, sporting activities and community ceremonies. (Our superintendent was even in a parade float as a butterfly one time!)

NEWS MEDIA Flood their offices with releases or fact sheets on news and feature stories at your school. Suggest picture ideas to newspapers. Most importantly, don't cover up mishaps. Be frank and volunteer information. Be sure radio and TV station personnel know that you and members of the school staff are available for talk shows or any other program they may offer.

Contributed by:
Mr. Arnie Rubin, Communications Director
Brighton Area Schools
Brighton, Michigan

KID'S PAGE Have a kid's page in any kind of newsletter you send out. It increases readership.

INFORMATION BROCHURE Have an information brochure on your school—for visitors, for parents to send to grandparents, for graduates to have as keepsakes.

SCHOOL TOURS Conduct general tours of your school periodically. Invite people to observe programs. Have student tour leaders. There's nothing more infectious than student pride.

DEMONSTRATIONS/DISPLAYS Hold a demonstration class in a storefront. Schedule student art displays for places "downtown." Take your school choir/band to the shopping mall.

SCHOOL MARQUEE Keep your outdoor bulletin boards or school marquee filled and interesting.

CAMPER COFFEES If you have access to a camper or van, go out into your attendance area, park in cul-de-sacs and welcome residents for a cup of coffee and a visit.

The Banach–Barkelew Brainstorming Book

Contributed by:
Mr. William J. Banach, Communication Coordinator
Macomb Intermediate School District
Mt. Clemens, Michigan

Contributed by:
Ms. Ann H. Barkelew, Public Information Officer
Office of the Los Angeles County Superintendent of Schools
Downey, California

CAFETERIA MENU Regardless of how many newsletters are received at home, the most widely read may be the cafeteria menu. We take advantage of this readership by using the reverse side of the menu for information about the school. We can introduce new programs, new people, say "thanks" to school helpers, offer tips for parents.

HOLIDAY OPEN HOUSE The Christmas season usually finds everyone in a festive mood. On an afternoon in December, we have an open house in the board office, featuring a variety of refreshments. (This can also be done at a local school.) Invited guests include our entire staff, PTA officers, retired staff members, representatives from nearby schools, members of business and industry and a host of other school supporters.

NEIGHBORHOOD WALKS One of the most effective ways of getting acquainted with a representative cross section of your community is to organize a neighborhood walk. The building principal and parent group officers should plan to canvass the attendance area one evening. Informally dressed, no advance notice, a friendly smile and super weather will make the walk a success. This activity gives the principal a chance to meet the "average" citizen–many of whom do not have children in school, but are grateful to be able to shake the principal's hand. It is a very effective "we care" approach to the community.

OPEN OFFICE HOURS Each week the superintendent–and this could be the principal–offers citizens a two-hour period of time in which anyone can confer with the chief school administrator. The newspaper reports on the time for the open office hours, and the days and hours are rotated to make it convenient for people to come in and talk

about the schools. You may not be overrun with citizens, but the general public may feel comfortable knowing that they do have access to the decision makers.

Contributed by:
Mr. Duane Bachman, Superintendent
Piqua City Schools
Piqua, Ohio

TARGET MAILING LISTS The best communication programs tailor information directly for people who need it, based on the results of feedback. It's one thing to develop special information, another to mail it to target audiences. Make sure your mailing lists deliver the message to the right place.

Contributed by:
Mr. James Caudill, Director of Public Relations
Benton Harbor Area Schools
Benton Harbor, Michigan

KEY COMMUNICATORS Identify people in your community who can help get school information out . . . and in. Anybody qualifies . . . parents, nonparents, business people, senior citizens and others. People who talk to people regularly are prime candidates. Invite them in. Tell them about your school in two hours or less. Put them on a VIP mailing list. And then ask them to call you if they need school information . . . or have questions . . . or have heard a rumor. Key communicator groups can include a few people or hundreds.

LISTENER'S BUREAU Set up a listener's bureau in your community. Suggest that members advertise their telephone numbers. Let them know that you really want to know what is being said. And, be sure to let them know when you have followed up on concerns they have shared with you.

QUESTION CARDS Place 4x6 "I Have A Question" cards in your school and in key locations in your attendance area. Promise people who send them to you that they'll receive an answer within 24 hours.

IDEA CARDS This time the card is headed "I Have An Idea" . . . an idea that will improve the school. Promise people they will hear from you within seven days after you receive their idea . . . and then make sure they do hear from you.

SURVEYS Do an opinion poll. Telephone surveys are relatively easy . . . and they're quick, inexpensive and accurate. They should be conducted regularly to assess what people are thinking. Information gained can help in the shaping of goals and objectives . . . and in crisis avoidance.

Contributed by:
Mr. William J. Banach, Director of Communication Services
Macomb Intermediate School District
Mt. Clemens, Michigan

BILLBOARDS Cooperation between a Havertown elementary school and a local service station has led to better communications. The station owner allows the use of his large outdoor advertising message board for posting notices regarding school activities and affairs. Since the station is located on a major artery, only two blocks from school, it serves as a constant reminder to the commuting public of upcoming school events.

Contributed by:
Bright Ideas
PSBA (Pennsylvania School Boards Association) *Bulletin*
May–June 1973

POSTERS Special display posters with built-in pockets for printed materials can be used to reach people you may not be reaching through the mail or the media. Determine your message and design the poster. Identify some sites where you think your audience would be likely to see the posters—places like corner grocery stores, neighborhood information centers, churches or shopping centers. Visit the sites and ask permission to display the school poster. Check to see if the information is being taken and used by the public.

Contributed by:
Mr. B. Rodney Davis, Director of Information Services
Dallas Independent School District
Dallas, Texas

FOLLOW-UP Educators often fail to follow up to let citizens know what came about as a result of their participation in a decision-making process. As each meeting is held in your community to discuss the issue at hand, ask those in attendance to write their address on a blank envelope which you have provided them. After all meetings have been held and a decision reached, write a letter explaining what has been decided and how the decision was reached. Print the letter and send it to all participants in the envelopes they themselves addressed. Even those accustomed to throwing away materials that come from school will open this letter because the address is written in their own handwriting. Also keep a list of those who asked for this follow-up so you can communicate with them in the future about other school topics of importance.

Contributed by:
Mr. Donald W. Wilt, Communications Coordinator
Springfield School District
Springfield, Oregon

PUBLIC SERVICE ANNOUNCEMENTS Use 10-, 20-, or 30-second radio/public service announcements to promote school events, highlight programs, inform the audience of an idea or conduct a campaign to generate interest in or establish an understanding of a school program or event. These announcements are aired free whenever the radio station can slot

them in. Discuss the procedure with the public directors of your local radio stations.

Contributed by:
Mr. Gary Marx, Director of Communications Services
Jefferson County Public Schools
Lakewood, Colorado

STUDENT COLUMNS/RADIO SHOWS Some local newspapers devote a full page to news items and feature stories written by the students. One paper provides space for a regular column by students or staff. Still other schools produce regular radio shows featuring students, teachers and parents.

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Union High School District No. 205
Glendale, Arizona

. . . WITH NEW RESIDENTS

BACKGROUNDERS FOR REALTORS Send literature on the school to area real estate companies and include vital information such as classes offered, a schedule of events for the year and a list of administrators' names and positions. Make sure the real estate companies feel free to send their potential clients to the school for information if requested. Then, make sure somebody is there to answer the questions.

PERSONAL LETTER FROM SCHOOL Prepare a letter for all new families that are moving into your school attendance area. Welcome them and highlight school plans, programs and services. Include a synopsis of summer recreation, night school, clubs and honors.

Contributed by:
Mr. Arnie Rubin, Communications Director
Brighton Area Schools
Brighton, Michigan

INFORMATION/WELCOME BROCHURES Meet with the Realtor Board to develop a series of projects like eye-opener breakfasts with briefings on school programs, welcome brochures for distribution to new residents, brochures outlining attendance areas. The Realtor Board may help you produce the brochures and real estate sales people can distribute them.

Contributed by:
Mr. James Caudill, Director of Public Relations
Benton Harbor Area Schools
Benton Harbor, Michigan

FRIENDLY RECEPTIONIST Be sure your school receptionist is friendly and accommodating. Provide her or him with information for new residents. If a new resident stops in at the school, the receptionist should greet him warmly, give him printed information and invite him to meet the principal or whichever school administrator is available at the time.

"BUDDY SYSTEM" FOR STUDENTS Actions speak louder than words. Show your new students and ultimately their parents that they really are welcome. One of our high schools has a campus organization called the "Viking Ambassadors," whose sole purpose is to provide "buddies" for new students. One Ambassador is assigned to each new student. He or she shows the student around the campus, helps get books and supplies, provides company at lunch and introduces new friends for a couple of weeks until the new student is oriented.

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Elementary School District No. 205
Glendale, Arizona

WELCOME WAGON Set up a welcome wagon for your school. Use retired teachers, parents and/or students as your school's ambassadors.

NEIGHBORHOOD MAP Help your school publish a neighborhood map—one that shows more than the location of the school. Great for new residents, even greater as a teaching tool.

Contributed by:
Mr. William J. Banach and Ms. Ann H. Barkelew
The Banach–Barkelew Brainstorming Book

. . . WITH LOCAL BUSINESSES, CIVIC ORGANIZATIONS

LUNCHEONS/SCHOOL TOURS Invite special luncheon guests from the community to update them on programs and solicit suggestions. Have mini-tours for special groups including business people, senior citizens and teachers from feeder schools.

SLIDE PRESENTATIONS Put together a slide show about your school or special programs. Make it available as a program idea for service clubs, professional groups.

Contributed by:
Mr. William J. Banach and Ms. Ann H. Barkelew
The Banach–Barkelew Brainstorming Book

MEMBERSHIP IN SERVICE CLUBS Encourage your staff to take part in a local service club or organization. This helps gain better visibility for your staff and also provides individuals outside your school with an opportunity to get to know your staff on a personal basis. People can ask and receive answers to questions that may have been bothering them for years.

Contributed by:
Mr. Michael Bower, Information Specialist
Norwalk–La Mirada Unified District
Norwalk, California

GUEST SPEAKERS Speakers' bureaus are big in some schools. The Halifax School District has some 20 professional staff available to local civic groups and organizations. Topics range from athletics and counseling to libraries, elementary education and finance. This can be done by staff at a local school.

SERVICE CLUB MEETINGS AT SCHOOL During the school year, the Delaware County Area Vocational-Technical Schools invite various community organizations to use their school's dining facilities to hold their luncheon and dinner meetings. Meals are prepared and served by students enrolled in food service and management programs. "We have found this to be a very good method of bringing the community closer to the schools, as well as providing a learning experience for the students," said one director.

Contributed by:
Bright Ideas
PSBA Bulletin
May–June 1973

ADVISORY COMMITTEES Invite representatives from local businesses to serve on advisory committees for school vocational programs. They can make recommendations on program and equipment and keep the school up to date on the needs of the job market. Invite them to visit vocational classes to see what's happening there. At the end of the school year, hold a special luncheon to thank them for their efforts.

CAREER EDUCATION Invite local business people to serve as classroom speakers or host students on job observations as part of your career education program. When guest speakers come to campus, show them around the school and introduce them to the principal. Hold a family meeting or workshop to make staff members aware of the impressions they can make on visiting business people. Provide staff members with tips for hosting business people.

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Union High School District No. 205
Glendale, Arizona

ADOPT-A-SCHOOL PROGRAM Invite a local business firm to get involved in education by "adopting" your school. The firm can plan enrichment activities based on the expertise of its employees. It can help with a major school project. Or the employees can provide volunteer help wherever needed in the school. The program allows working citizens to participate in school activities and see for themselves what's happening in the classroom. Students benefit by volunteer participation and enrichment programs. And if the school benefits so does the community–good schools encourage future business development in the community. Be sure the volunteer effort is well coordinated by the school. And be sure to recognize and publicize the firm's involvement.

Contributed by:
Mr. Larry Ascough, Assistant Superintendent of Communications
Dallas Independent School District
Dallas, Texas

. . . WITH SENIOR CITIZENS

GOLD CARD CLUB One of the most popular programs is the "Gold Card Club," which provides certain free privileges within the school or district to senior citizens. Activity passes to concerts, school plays and athletic events are presented to community retirees and, in some cases, disabled citizens. One school district provides holiday dinners at the school cafeterias. Another idea is to open the school library once a week for Gold Card holders.

VOLUNTEER PROGRAM Senior citizens can be active as resource people in schools. For instance, in one elementary school, a retired teacher works with the school remedial program in math, reading and spelling. A wheel-chaired patient from a nearby nursing home also volunteers for the same remedial work. Says the principal, "she has inspired their (students) learning when they realize she is willing to help others even with her own handicap."

LUNCHEONS A senior high school plays host to members of its Gold Card Club in celebration of St. Valentine's Day with a "Sharing and Caring" luncheon. A tour of the high school facility is offered after busing the senior citizens from their meeting hall to the high school on school buses. The high school choral group offers a musical program after the luncheon.

GRANDPARENT'S DAY Invite all senior citizens in your community to a "Grandparent's Day" in which they can visit classes and participate in activities with students. If they have no grandchildren in the school, have the students "adopt" them as grandparents.

Contributed by:
Bright Ideas
PSBA Bulletin
May–June 1973

ENTERTAINMENT PROGRAMS High school students can plan a year-long calendar of entertainment programs for a local nursing or retirement home. Many times, senior citizens in these homes cannot get out to a movie or a concert. On a regular schedule, the drama students, choral and instrumental music classes, dance classes, or school gymnasts visit the homes and show the residents what's being learned in school. After the programs, the students read to the residents or just sit and visit.

Contributed by:
Ms Maggie Beebe, Director of Communications
Glendale Elementary School District No. 205
Glendale, Arizona

. . . WITH THE MEDIA

PRESS PREVIEW Have a "press preview" at the beginning of the school year. Invite your local media people who cover your school in for coffee and a quick look at what this year will be like in your school—new people, new programs, new directions, new policies, etc.

Contributed by:
Mr. William J. Banach and Ms. Ann H. Barkelew
The Banach–Barkelew Brainstorming Book

WEEKLY TIP SHEET Publish a weekly school "tip sheet" for mailing to your local media. This gives plenty of advance notice about potential news or feature stories and results in good coverage.

SCHOOL NEWS BUREAU One school operates its own "news bureau." An assistant principal runs it and uses two students, who also take and furnish photos with the news stories issued to local media. Very favorable comment received from area media.

NEWS REPRESENTATIVE Appoint a competent school staff member to coordinate school building news media contacts. They could also be on the alert for positive news items to relay to the news media.

Contributed by:
National School Public Relations Association
Arlington, Virginia

FACT SHEETS If you can't or don't have the time to develop a news release, put together a good fact sheet on a potential news item. Include the who, what, when, where, why and how. Ask your journalism teacher and students to help.

PERSONAL CONTACT The school principal and communications coordinator should get to know the local reporters and develop a rapport with them. Make it a point to meet them and discuss their needs and yours and how you can best work together.

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Union High School District No. 205
Glendale, Arizona

SECTION V

DISTRICT-LEVEL COMMUNICATIONS

INTRODUCTION

District-level communication, both internal and external, is an important part of any school/community relations program.

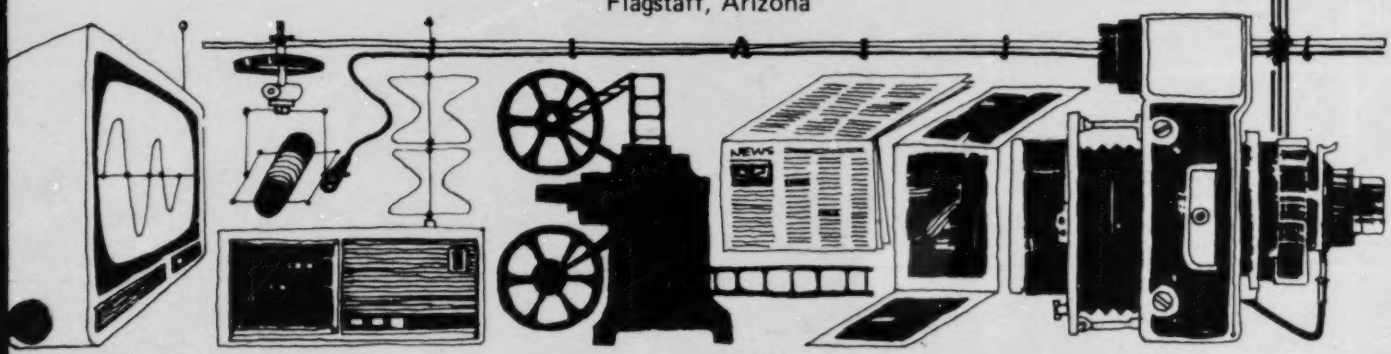
Naturally students, teachers, parents, etc., feel an attachment to their individual school. There's nothing wrong with a parent proudly proclaiming, "Our school is the best!" But any district needs people committed to the school system as a whole.

Bond elections, for example, pass frequently because voters take a look at benefits derived by the entire school system, rather than adopting the "What's in it for me?" attitude.

Creating such an atmosphere is no easy matter. A wide variety of ideas are included in this section. Many will work for both internal and external publics at the district level, just as some may also apply to building-level communications.

Again, follow the steps suggested in "Getting Started" and the ideas are yours. Steal them!

Mr. Kent Ord
Public Relations Consultant
Flagstaff Public Schools
Flagstaff, Arizona



COMMUNICATIONS TIPS – TRY A DOZEN!

1. Hold monthly informal "yap sessions" involving principal and staff, principal and students. Plan to spend a day in your staff room, drinking lots of coffee, sharing lots of information, doing lots of listening to concerns, building lots of goodwill and feelings of being a total staff.

2. Invite special luncheon guests from the community to update them on programs and solicit suggestions.

3. Have mini-tours for special groups, including businessmen, senior citizens, the Junior League, and teachers from feeder schools.

4. Set up a welcome wagon for your school. Use retired teachers, parents and/or students as your school's ambassadors.

5. Put a course in public education in your school's curriculum for a day or a quarter.

6. Have staff recognition for years of service to the schools and to the community.

7. Put notes in student newspapers—or do regular columns.

8. Make daily bulletins provocative. Let them help you set the tone for the day. If you're only using them as vehicles to get announcements out—ban them.

9. Survey switchboard queries and questions asked of school personnel. Those are among the questions that need answering in meetings, newsletters, etc.

10. Use the grapevine network. Nothing is more powerful. Nothing gets the word out faster. Use it for spreading good news, too.

11. Set up a listeners' bureau among community people. Suggest they advertise telephone numbers to call. Let them know that you really want to know what is being said. And, be sure to let them know when you have followed up on concerns they have shared with you.

12. Survey parent-teacher conferences. Ask each teacher to ask, "What would you like to know more about here at our school?" These answers will give you some excellent identifications of communications needs.

13. Try neighborhood coffees—and take a teacher along.

14. Have a "Press Preview" at the beginning of the school year. Invite the media people who cover your district in for coffee and a quick look at what this year will be like in your school—new people, new programs, new directions, new policies, etc.

15. Report back to your staff on concerns of the district—on a regular basis. Don't let them learn about things "second hand."

16. Have a monthly birthday calendar posted in the hallway—with everyone's birthday noted on it. Be sure to add new students when they arrive.

17. Put together a packaged slide show in a suitcase—for homes.

18. Have news conferences for student papers.

19. Send letters to staff during summer vacation—not a form letter. Let them know how important you think they are.

20. Be visible in the mornings—talk with each staff member each day—even if it's just a warm "hello."

21. Hold briefing sessions with bartenders, barbers and beauticians—the real opinion makers! Talk is part of their trademark. Give them some solid information about your school and experience and enjoyment of being talked about in their places of business. They might even be willing to give you space for student displays.

22. Invite representative groups of parents to have early morning breakfast at your school. Solicit their concerns, problems of children, and suggestions for improving "things."

23. Hold brief seminars with realtors and real estate salespersons—get to new residents. Provide them with a fact sheet on your school.

24. Form student advisory committees to study problems and make recommendations.

25. Have an information brochure on your school—for visitors, for parents to send to grandparents, for graduates to have as keepsakes.

26. Send thank-you notes to staff and students who go beyond the call of duty.

27. In larger schools, publish a staff-oriented staff newsletter on a regular basis.

28. Sit and eat with students in their lunch areas.

29. Try cafeteria food occasionally. Those delightful noncertificated staff members reach segments of your community you will never reach.

30. Survey citizens to learn their thoughts about your school.

31. Invite citizens into your school to observe programs.

32. Periodically, conduct general tours of your school. How about having an Open House the Sunday before vacation starts? Ministers could announce it from pulpits. Guarantee it's the best ever way to catch the holiday spirit.

33. Send birthday and other appropriate cards to staff members–don't leave it up to the staff hospitality committee.

34. Set up a bulletin board and post laudatory materials and articles.

35. Teach a class period occasionally.

36. Meet with each staff member at least once a year--whether you think they need it or not.

37. Have a slide show on each new program–and make it available for use.

38. Place suggestion boxes around and let it be known suggestions are read. You may have to plant a few suggestions–then report how you followed up. When your staff members and students know you're listening, they'll contribute.

39. Invite citizens and students to participate in teacher in-service programs.

40. Have a teacher/administrator/staff group toastmasters club–get some practice. Then, set up your very own speakers' bureau–available to classes in your school and other schools as well as to clubs and organizations.

41. Avoid educational jargon in writing and speaking. Enough said?

42. Be accessible to staff, students and parents to discuss problems, gripes or suggestions.

43. Turn people on–by being enthusiastic yourself. Show you are genuinely interested in what people are doing.

44. Have a communication advisory committee and make it an active one.

45. Hold demonstration classes for parents and other citizens.

46. Switch classes with a nearby parochial school teacher/administrator once a year . . . or substitute in a "comparable" district (not pre-arranged). Then, take a realistic look at how you treat substitute staff members at your school.

47. Assist students in a study of the functions of a school board.

48. Attend board meetings.

49. Form an innovative ideas council of teachers and administrators.

50. Do something about the PR training of your staff–what they say and how they said it affects your image, too.

51. Create the kind of environment where staff members feel comfortable calling you and others by your first name.

52. Know the importance of body talk.

53. Be a listener.

54. Use the school board meeting as a communications vehicle. Offer a display of student work from your school . . . a small performing group . . . or a student to lead the flag salute.

55. Have a clear understanding about who is responsible for what–known to all.

56. Try rumor mill sheets . . . question and answer cards . . . or idea cards to get community input.

57. Have a rumor control clearinghouse.

58. Have a "drop in" room where teachers are available to talk on an informal basis with students.

59. Have a telephone for students . . . financed by student body funds.

60. Keep those outdoor bulletin boards filled and interesting.

61. Put up a marquee at elementary schools to advertise all the exciting classroom events.

62. Make staff meetings for all staff.

63. Schedule student art displays in local businesses' windows.

64. Reverse roles with students occasionally.

65. Revive the old Parent-Staff talent show.

66. Use cross-age tutoring.

67. Build an awareness of trends and plans of other departments within your school.

68. Encourage teacher phone calls to absent students.

69. Have an all-school brainstorming day to get several hundred workable communications ideas–uniquely appropriate to your school.

70. Recognize the civic contributions of staff members.

71. Be sure the instructional program gets equal billing at school board meetings.

72. Invite those ladies in accounting and purchasing to visit classrooms so they can see the results of their work.

73. Try teacher phone calls to parents to invite them to back-to-school nights.

74. Get a Polaroid camera and use it to take pictures of all substitute staff members in your school. Post the pictures each day—tell who they are, who they're there for, and encourage a warm welcome.

75. Have tooth envelopes for sending home the teeth that finally came out at school—with a note from the teacher and you. Those are tender moments parents don't want to miss.

76. Take a good look at your messages for PTA newsletters. Use that time and space to share your thoughts about education, your concerns, your suggestions, your commendations. Demonstrate your leadership and your ability to think.

77. Organize social opportunities for staff members to get together. Host at least one such event each year yourself. Staff members need to see you wearing another hat.

78. Plan special things to make new teachers feel less new. Assign them a "buddy" . . . give them one of last year's yearbooks for a month or so . . . have a bulletin board up in the staff room with all staff members' pictures and names and subject areas.

79. Give articulation a try with your fellow administrators—especially the principals of your feeder schools or the schools you feed into. You are not at your best when you are operating in isolation.

80. If you're a secondary principal, be sure all your feeder schools get copies of your school newspapers and honor rolls to have in their staff rooms.

81. Follow-up on problems and resolve complaints—no matter how small or insignificant they may seem. Little things have a way of building up into big things.

82. Have a monthly "think tank" session for staff members who are interested in attacking problems and finding alternatives.

83. Visit classrooms to answer questions and explain new rules and regulations. Don't depend on others to do it for you.

84. Provide opportunities for your staff to share information picked up at workshops and conferences.

85. Have a "family day" at your school—during an evening or on a weekend – when staff members can bring their families to see where they work, with whom, etc.

86. Plan visits to the principal's office that are fun and informative. Let the ladies in your office explain what they do, what the procedures are, and the services your office provides. If students want to sit at your desk, let them. Watch how many will put their feet up on the desk. Think your image needs improving?

87. Have student tour leaders, student hosts and hostesses for visitors to your school. There's nothing more infectious than student pride in their school.

88. If you have professional public relations people among the parents in your school, set up a PR advisory committee. They'll come up with suggestions and aids you never dreamed possible. And, they'll be pleased with your recognition of their professional expertise.

89. When student work is on display somewhere in your building, send a note to each student's parents alerting them to that display and inviting them to drop by to see the display.

90. Include bus drivers as one of your priority audiences. Invite them to an occasional staff meeting. Let them know how important they are to what happens in your school.

91. Have an "alumni day" for former students.

92. Have a map of your school campus with "you are here" marks.

93. If you have access to a camper or van . . . go out into your attendance area, park in cul-de-sacs and welcome parents and other citizens for a cup of coffee and a visit.

94. Have a "kid's page" in any kind of newsletter you send out. That increases readership and insures total delivery.

95. Show off your good people and good programs.

96. Use the principle of the disinterested third party—the Testimonial—in telling about new practices and programs.

97. Give students opportunities for meaningful involvement. Don't let their leadership opportunities become tokenistic.

98. If you really mean it when you tell students, "This is your school," give them opportunities to bring a visitor on campus without too much red tape.

99. Try "let's talk it over" sessions with your PTA room mothers. Make the get togethers unstructured and open to any and all subjects.

100. Move staff meetings around the school—have each in a different location. And, even if it costs you a dollar or two each time, have something tasty to eat or drink.

Contributed by:
Ms. Ann H. Barkelew, Public Information Officer
Office of the Los Angeles County Superintendent of Schools
Downey, California

PRE-RETIREMENT WORKSHOP

Rather than holding a banquet or giving gold watches to retiring teachers and support staff, host a pre-retirement workshop. All personnel who will be retiring at the end of the school year should be invited to attend. The workshop can feature speakers from the Social Security Administration, insurance companies, and travel bureaus to explain the variety of opportunities available to retired people. A physician might explain how best to maintain good health in the retirement years.

TEACHER-OF-THE-YEAR

Each year, school faculties and district subject-matter consultants are given and opportunity to nominate teachers who have demonstrated distinguished service. The nominations are reviewed by the superintendent's cabinet members and a teacher is selected for the distinguished-teacher-of-the-year award. A unique feature of this award is a $1,000 grant given to the teacher by the education committee of the Scottish Rite of Lincoln. A considerable amount of media coverage is generated by the awarding of the grant, which takes place before a student assembly at the teacher's school in the spring.

Contributed by:
Mr. Joseph P. Rowson, Administrative Assistant
Lincoln Public Schools
Lincoln, Nebraska

BLOCK PARTIES

The citywide PTA Council, the **school board** and the **top administrators** jointly sponsored the Block Party project to **improve communications** with **parents** in the Burlington community. As originally conceived, a Block Party was an opportunity for parents to invite their friends and neighbors to their home for open dialogue with a school system team made up of an administrator and a school board member. There were no formal speeches; board members began with two to three minutes of remarks about some citywide concerns

(school financing, declining test scores, etc.), and then parents had the opportunity to ask questions or express concerns about the school operations. The parents determined the subject matter of the meetings by their questions and comments.

Contributed by:
Ms. Becky Shoffner, Director of Community Relations
Burlington City Schools
Burlington, North Carolina

DIALOG

Similar to key communicators, this program has more administrative "control." Pick one person from each school attendance area. Invite the parent group of each school to elect or select another . . . and then have those two pick a third. Have them all come to a central location and tell them everything there is to tell about schools. Have the business manager explain the budget, have a principal tell what he does, share progress and problems . . . and entertain questions. Then ask Dialog volunteers if you can have people call them when they have questions or need information. Dialog volunteers can answer the questions or call a central office contact person who'll get the word back. Meet with volunteers monthly to tell them what's new . . . both the good and the bad. And have them share what they've heard with you.

TAPE SYSTEMS

Many districts have a one-minute pre-recorded telephone message which provides callers with school news. Carry it one step further. Have the people stay on the line to ask their questions. Call them back the next day with an answer. (They'll be so surprised they'll become ironclad school supporters.)

PETITE POLLS

Steal ideas from the pros. Modify the "polls" hotel and airline people use . . . the ones that ask if your experience has been satisfactory . . . and what could have been done to improve it. No cost. Easy. Effective. Do them every chance you have . . . like after parent-teacher conferences.

Contributed by:
Mr. William J. Banach, Director of Communication Services
Macomb Intermediate School District
Mt. Clemens, Michigan

SCHOOL GUIDE

For larger districts, develop a map of your system including locations of schools and facilities. Also include phone numbers and principals' names. Realtors really find this type of brochure helpful.

Contributed by:
Mr. Kent Ord, Public Relations Consultant
Flagstaff Public Schools
Flagstaff, Arizona

SPOTLIGHT ON ART

In the belief that student art should be appropriately displayed in a public place, the Lincoln Public Schools sponsor the "Spotlight on Art." Student art selected as especially good by teachers is placed on display for one year throughout the three-story Public Schools Administration building. Properly framed, matted, and identified, the works of painting, sculpture, pottery, macrame and other visual arts are used as the central theme of the decor of the district's central office.

Contributed by:
Mr. Joseph P. Rowson, Administrative Assistant
Lincoln Public Schools
Lincoln, Nebraska

BUS TOUR OF SCHOOL DISTRICT U46

While we call it our bus tour, we do a lot of walking and talking.

Initially we send over 400 invitations to organizations, agencies, and governmental bodies inviting the president and other members to take the tour. We enclose a self-addressed postcard to help insure response.

Our tour guides are selected from administrators and teaching staff, including a bilingual staff member.

Contributed by:
Ms. Kathleen I. Woodman, Director of School/Community Relations
School District U-48
Elgin, Illinois

RELIGIOUS HOLIDAYS

Make a list available of non-Christian religious holidays. Staff members will find this helpful in planning parent meetings, open houses, etc.

Contributed by:
Mr. Tom Thompson, Communications Consultant
Tucson Elementary School District No. 1
Tucson, Arizona

SECTION VI

POTPOURRI

INTRODUCTION

When a job needs to be done and it doesn't quite fit under any other assignment category it is easily slotted into a catch-all known as "public relations."

Potpourri is a collection of ideas dealing with this category of school/community activities and ideas. Hopefully, the ideas in this section will not only add zest to any effort but will also stimulate mental juices for developing ideas tailored to specific needs.

The hodge-podge included in the following pages is designed to provide suggestions on public relations tactics ranging from simple individual efforts to long-range complex districtwide projects.

Potpourri offers the public relations-conscious planner the opportunity to think creatively with the constant reminder that it is a good practice to project the efforts of education in a positive light. Of most importance, this effort must be met with an individual commitment as well as a "school family" commitment.

Also included in Potpourri are special units for suggestions in the areas of Community and Bilingual Education.

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and

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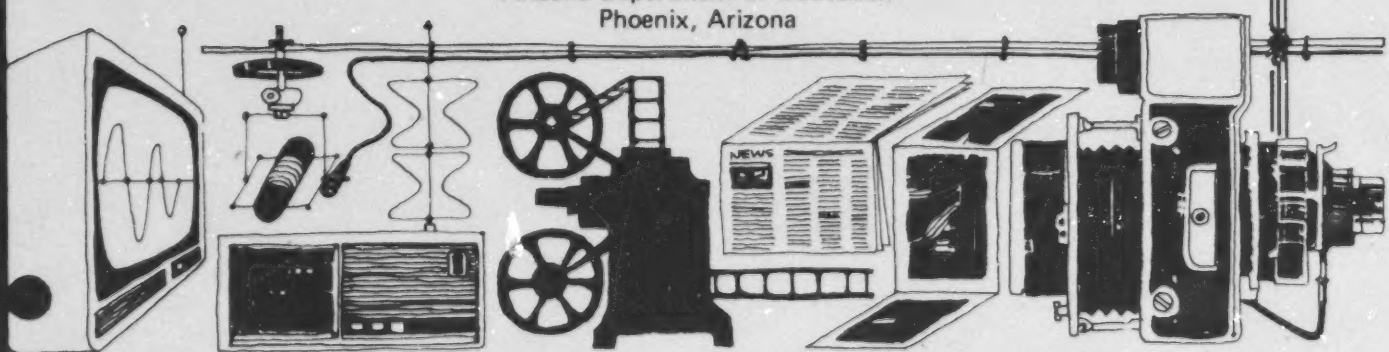

PLANNING A CONFERENCE

Good public relations shows itself in many unexpected areas. One such area is in the completion of a successful conference. In addition to meeting a specific objective for which the conference was designed, if the conference runs smoothly it becomes a "PR plus" for the planners as well.

Following is a checklist that will help in the planning of a conference. By seeing to each of the details listed conference planners have a greater insurance of success.

CONFERENCE CHECKLIST

1. Statement of conference objectives

2. Conference structure

   a. Dates
   b. Times
   c. Place
   d. Name
   e. Theme
   f. Authorization
   g. Cooperating agencies
   h. Attendance limitations
   i. Literature distribution
   j. Master of ceremonies
   k. Alternate programming and arrangements in the event of emergency
   l. Distribution and delegation of responsibilities

3. Program

   a. Invocation and/or pledge of allegiance
   b. Welcome
   c. Agenda and sequence
   d. Printing
   e. Kind of presentation: lecture, symposium, debate, round-table panel, etc.
   f. Art work
   g. Conclusion
   h. Discussion groups, leaders and recorders
   i. Oral announcements
   j. Printing and distribution of papers, proceedings or speeches

4. Site facilities

   a. Date and time reservations
   b. Appropriate accommodations for general and small group meetings
   c. Public address systems and operators
   d. Lighting and visibility
   e. Audiovisuals, general or closed circuit TV, tape recordings, etc.
   f. Tables and chairs (arrangements)
   g. Decorations
   h. Signs and directions
   i. Pitchers of water and glasses and ashtrays
   j. Special rooms for conference headquarters, news room, etc.
   k. Display areas and props
   l. Ventilation
   m. Acoustical considerations
   n. Elevated platform and lectern
   o. Chalkboard and chalk or equivalent
   p. Pencils and pads for participants

5. Finances

   a. Speaker honoraria and per diem
   b. Conference site reimbursement
   c. Pre- and/or post-conference request for funds
   d. Special events payments—art work, music, entertainment, tours
   e. Payment for special site arrangements

6. Publicity

   a. Arrangements for news conferences, movies and photographs
   b. Statements for delegates to send back to hometown newspapers
   c. Prepared news releases and pictures for various media
   d. Placement of conference dates on the calendars of those organizations that maintain a comprehensive list of such events
   e. Announcements of the forthcoming conference in appropriate newsletters, papers and professional organs
   f. Advance distribution of site literature to conference delegates
   g. Special invitations

7. Speaker selection and orientation

   a. Availability
   b. Qualifications
   c. Presentation ability
   d. Speaker vitas and pictures
   e. Preparation of paper, speech, etc.
      1) Objective
      2) Length
      3) Content
      4) Relevance and application
      5) Creative presentation
      6) Audience characteristics
      7) Speech titles
      8) Advance speech summaries

8. Transportation

   a. Speakers
   b. Delegates
   c. Terminals to and from conference
   d. Entertainment or special events

9. Delegate registration

   a. Advance notice of attendance plans and housing needs
   b. Preparation of registration plans that prevent long lines, confusion, etc.
   c. Preparation of registration forms, schedules and delegate information
   d. Name tags
   e. Selection of registration personnel (Chamber of Commerce assistance?)
   f. Banquet and luncheon registration
   g. Messages to delegates prior to and subsequent to registration

10. Banquets, luncheons and coffee breaks

    a. Times, dates and places
    b. Arrangements
    c. Speakers
    d. Entertainment
    e. Menu selection

11. Personal considerations

    a. Tours and special events for delegate spouses
    b. Mementos
    c. Advance information on dress, tours, swimming, golf, etc.
    d. Who to call while at the conference in case of emergencies

12. Evaluation (in terms of item one, conference objectives)

    a. Committee or individual responsibility
    b. Delegate evaluation forms
    c. Use of evaluation results

Contributed by:
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BRAINSTORMING

The fine art of obtaining numerous ideas within a short span of time.

1. The topic, problem or goal for the session is announced and explained as briefly as possible.
2. Participants have two or three minutes to consider the question.
3. One at a time, in rotation, each participant offers, in one short and complete sentence, his solution to the problem, or his idea for a project or action as desired.
4. All ideas are recorded by the group secretary.
5. There can be no criticism or discussion of any idea by any participant.
6. Participants may use previously mentioned ideas for springboards or for additional ideas themselves.

7. All participants should have a second or third idea in case their first solution or idea has already been mentioned.
8. After the group has been canvassed one or two times (or more), the ideas are typed and reproduced (they may have been recorded on a chalkboard) for all members. The members indicate their top five choices for best ideas in 1, 2, 3, 4, 5 order.
9. The "votes" are counted and the ideas ranked in order from top down.
10. Discussion can then center around the top ideas.

Advantages of this system include:

1. All members of the group participate with equal value being given to their idea. This encourages members who might be dominated or shy.
2. A great number of ideas can be produced in a short period of time. Granted, many will be totally useless. But you never know when one or two ideas might be developed or combined to produce the one you have been looking for for months.
3. The amount of time wasted discussing ideas which most people feel should be abandoned is eliminated. This conserves valuable time for use by the group in more constructive ways.

HOW TO ENHANCE CREATIVE THINKING

Some of the best ideas are held back in committee meetings because of the individual's fear of being squelched by a "killer phrase" from the chairman or another committee member.

To prevent these "killer phrases" from eliminating potentially good ideas from consideration, rule out "killer phrases." One highly successful leader of creative thinking places a bell in the center of the table at a brainstorming session. If a "killer phrase" pops up, the person nearest the bell rings it. Attention is then returned to seeking problem-solving ideas.

EDUCATION FAIR

An Education Fair is a large-scale event that provides educators an opportunity to share ideas, exemplary programs and teaching techniques. It also serves as an outlet for commercial vendors to show the latest in teaching materials.

WHERE TO START FIRST:

- Select a planning committee. This committee should have one representative of each of the sponsoring organizations to see that responsibilities are fairly delegated. The committee will work all year in the planning of the event.
- Select a theme.
- Select a date. A Friday is preferable so that out-of-towners can plan to attend. The selected day should be declared as a professional leave day for educators.

- Contract with an exhibition center large enough to house the event and to handle the amount of visitors expected.
- Contract with an exhibition service for booth set up.

NOTIFICATION OF POTENTIAL EXHIBITORS:

- To all schools mail reservation forms and information about the theme, date, place, booth size and features, fire code restrictions, setup time, parking facilities, available hotel facilities and a contact person. Booths are provided free of charge to schools, educational agencies and nonprofit organizations.
- Mail the same information to commercial vendors dealing with educational materials. Commercial exhibitors are charged a booth fee. This fee is determined according to expenses for rental of the exhibition hall and decorator.
- Enough money should be collected from commercial exhibitors to cover expenses.

BOOTH RESERVATIONS:

- A master chart of booth layout for the entire exhibition should be maintained. When booth reservation requests are returned assignments are made on a first come, first served basis. The exhibition area is usually designed to place commercial exhibits together and school exhibits together.
- School exhibits are allowed to enter in one of several categories: preschool, elementary, secondary, college and university, and special.

PUBLIC NOTIFICATION:

- Posters and fliers should be provided to schools for display in teacher lounges, libraries, etc.
- News releases should be prepared and disseminated statewide.
- Public service announcements should be sent to radio and television stations.
- Notices should be placed in teacher bulletins and educational agency publications.

ADDITIONAL PREPARATION:

- Design a program for handout at the Fair listing all exhibitors and assigned booth numbers.
- Arrange for a judging committee to select the best booth in each entry category.
- Encourage educational organizations to hold membership meetings on the day of the Fair in facilities adjacent to, or near the Fair site.
- Schedule an intermittent program of entertainment, "hands on" workshops, lectures and demonstrations to add additional interest to activities.

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AMERICAN EDUCATION WEEK

American Education Week is an excellent vehicle to promote interpersonal communications between the schools and the community. We have so many exciting projects going that we have had to expand the week into two weeks, one in the fall and one in the spring.

AEW is cosponsored by the School District U46 and the Elgin Teachers' Association in cooperation with the American Legion and Auxiliary, Association of Elgin School Administrators, Council of Parents and Teachers Association and the student councils at our high schools. The 20-member committee divides into three areas: districtwide projects (those involving the community as a whole); school projects (activities in the school involving parents, teachers and students); and student projects (involving junior and senior high students in projects in their school or in the community).

Each year we have different goals for AEW. Some years we highlight certain curriculum areas, such as reading; some years we try to emphasize the working relations between the grade levels; some years we have shown the consistency of programs throughout the district (equal educational opportunities); and some years the effects of growth. Here are some specific projects that have grown out of AEW:

PUBLICITY Use one to two weeks prior to November 14.

1. Discuss with students why there is an American Education Week.
2. Invite a parent of foreign heritage to tell children about the educational system in their country.
3. Have kids make hall posters telling other kids to invite their parents for a visit.
4. Have a poster contest using the theme and post these in the neighborhood and in stores.
5. Some parents may want to visit while a special service consultant is in the building. Get a list of schedules and then inform parents.
6. When sending invitations to parents, don't forget those special agencies that provide important support services to schools and parents . . . and how about invitations to local real estate agencies! You might even have a special time for them to visit. Invite alumni to visit also.
7. Make up a "coffee coupon" and send along with the invitation to parents . . . the coupon can say "good for a 10-cent cup at . . ." Some people have to know they really are expected before they'll visit. Try this idea at other times during the year.
8. Let the School/Community Relations Office know what you are doing so we can publicize it . . . but we need it at least one week in advance and two weeks advance notice is even better.

AEW ACTIVITIES Here's a list of ideas to get you started on your planning. They can be done on visitation day or anytime during the week.

1. Plan your tours in the building, giving parents the option to sit in on a class. If your

school has many foreign speaking parents, try to have a tour guide, maybe a child, who speaks their language on hand. Have student-conducted tours.

2. Provide a brief welcome booklet that tells something about your programs—parents can take these home and read at their leisure. How about including a map of the building?
3. Or, organize a parade just before school opens on visitation day and have the children carry signs inviting neighbors to visit the school that day . . . have the children sing as they go down the street.
4. Hold a regular class session in the community, such as in an unused store . . .
5. Or, videotape a class and have the monitor in a local store (you'd probably have to have someone available to answer questions and to watch the equipment). . .
6. Or, have the videotape set up in the school . . . maybe a slide presentation instead of videotape.
7. Displays in local stores, libraries, and park districts are a good way to inform people about your school's program.
10. Have a large "Welcome Visitors" sign at the front door, or on an outside display board if your school has one.
11. Take Polaroid pictures of visitors and display them during the week.
12. Have your school's scrapbook on display in the lounge.
13. Schedule a play or other event during the week that will attract visitors.
14. Have a "breakfast" before school for working parents . . . this has been done in other schools across the country with good results—or maybe just a breakfast for fathers. Get your parent organization involved in this one.
15. Or, how about a special program for grandparents or senior citizens? Maybe a special luncheon where they can join the children and teachers. Invite them to share a special skill they have with the children.
16. You might want to hold a mini-workshop for parents on parenting skills, like how to help your child with his homework and so forth.
17. Some students might be interested in developing a history of the school which could be mimeographed and distributed to everyone.
18. Have one or two nights that week when parents can call the school and speak with the principal.
19. Have social workers and other special education personnel available during the week, or in the evenings, to speak with parents.
20. Don't forget the refreshments—always a good way to get people to sit down and talk informally.
21. Some schools reward classes with the most parent visits—but, remember that quantity isn't as important as trying to encourage parents who rarely come to visit.
22. And, encourage visitors to return again during the year or to feel free to call if they have a question, concern or suggestion.
23. While parents are in the buildings, promote the importance of parent conferences. Have the sign-up sheet on the classroom door.
24. Try a grade-level potluck lunch during the week and invite all that grade's parents to participate . . . don't forget you have a "captured audience" to tell parents about their child's educational program.
25. Children can help make name tags—and how about some of them baking cookies . . . home economics classes may want to put on a fancier display of their culinary arts.

26. Don't forget to invite the neighbors around the school with a special invitation. They see children enter the school every day and might wonder what is taking place within your walls.
27. Have an Open Forum some evening during the week.
28. Have parent involvement in the classroom activity.

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CERTIFICATES AND NOTES

It is always a worthwhile activity to share the positive aspects of education with staff, parents and students. A "good word" well timed can produce very positive feelings toward the institution of education.

Many events lend themselves to a personalized note, preprinted certificate or award. Listed below are some suggested types of "special" communications.

STAFF

Service Award – commendation for service and conduct in behalf of the school.
Birthday Card – preprinted, hand-signed and mailed to the staff member's home.
Get Well Card – to let absent staff members know that they are missed.
Faculty Gram – a personal note issued when a staff member has distinguished himself by devoting personal time and attention "above and beyond the call of duty" to a special project.

PARENTS AND COMMUNITY AT LARGE

Welcome – message to parents or citizens to notify them of special school meetings or activities. Include date, time, place and program information.
Congratulations – message from school in recognition of honor or award presented to the parent of a student. If available, enclose newspaper clipping, photo or other item for their personal use.
Participation Award – certificate recognizing a project, personal belonging, piece of art or special interest item provided to the school for exhibition or a special learning experience.
Thank you – personalized message for any service rendered to the school.
Menu-gram – send home weekly. Use reverse side for information about the schools, new programs, special concerns, etc.

STUDENTS

Merit Awards – honor in recognition of outstanding achievement in any area or school endeavor.

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TIME MANAGEMENT

DO YOU WANT TO SAVE TIME?

The answer to being short of time may be found by reexamining your basic working methods and principles. Time is related to output. Output is related to a refinement of technique. As you refine your working techniques, you will increase your output. Increase your output and you will have more time.

Fundamentally, you must decide if you can make the commitment to organize your work habits to save time.

IMPORTANT STEPS TO TIME SAVINGS

1. **Develop an overview of your responsibilities.** Job descriptions, MBO objectives, directives from your Superintendent, and requests from the Board of Education can all shape the public relations officer's overall responsibilities.

2. **Set priorities.** Once you've listed your activities in categories on paper, the next step is to prioritize each activity. Try to decide which activities have more priority in meeting the overall needs of your organization. Be sure to remember your Superintendent's opinions and priorities.

   Setting priorities allows you the option of knowing when to reschedule a "low priority" task as a "high priority" task heats up.

   Test your priorities by relating them to the basic work objectives of school employees. Do they have direct significance in bolstering the instruction process?

3. **Schedule your routine.** Most people work from a daily or weekly schedule. Find a system that suits your working style. Pace yourself. Consider the systematic approach: (1) Size up what's to be done; (2) Work out a series of movements that do the job; (3) Whittle down the procedure until it's efficient. Spot the old, bad habits. Work out new habits to replace the old. Consolidate "like" tasks. Develop a sense of time

forecasting. Use deadlines and sub-goals to finish tasks. Develop persistence. Use time savings devices. Have basic information always at hand.

4. **Delegate to others.** Delegate routine tasks, low priority tasks for which you don't have time, low or medium priority problems, "old" responsibilities (as "new" responsibilities crop up), and "capability building" tasks for subordinates.

5. **Review your work methods periodically.** Make a personal time study: (1) Keep time use records; (2) Analyze your findings compared to your priorities; and (3) Restructure your time outlays.

SPECIAL TIME SAVING IDEAS

- Write replies directly on letter/memos received.
- Conduct meetings with no chairs.
- Reduce the number of report copies sent out.
- Use color codes on filings, mailings: "Red" means top priority, etc.
- Prepare advance agendas.
- Plan tommorrow's work on 3x5 cards.
- Ask subordinates to submit recommendations when they bring problems to light.
- Shift low priority tasks to a manageable time of day.
- Arrange work area so that basic facts and figures are readily accessible.
- Use graphic scheduling and planning systems.
- Control reading time by assigning others to read and report to you.
- Use diagrams to explain problems.
- Set time limits on interviews.
- Work from checklists.
- Use standard letters.
- Utilize modern recorders and transcribing devices.
- Use "tickler" file: One folder for every day of the year.

Contributed by:
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KEYS TO CHANGE

1. Recognize need
2. Devise plan
3. Open mind
4. Make a commitment
5. Build in motivation
6. Visualize benefits and success
7. Assure many little achievements
8. Retrain yourself
9. Build your own self-esteem
10. Be persistent
11. Enlist help and support
12. Be realistic but not rationalistic

13. Generate excitement–anticipation–expectation
14. Know habits
15. Develop confidence
16. Specify action to take
17. Accountability (like enroll in a course)
18. Discuss with knowledgeable people
19. Read relevant material
20. Selective attention
21. Positive reinforcement
22. Examine attitudes
23. Sell yourself
24. Gain self cooperation
25. Don't browbeat
26. Do–don't just try to think
27. Select right working environment

Contributed by:
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KEY COMMUNITY COMMUNICATORS

A "network" of individuals within the community who can quickly disseminate accurate and supportive information regarding the schools to other members of the community can be formed in any school district, if the right people are chosen to join the "network."

Let's call them Key Community Communicators. A Key Community Communicator must have two traits.

1. Be a "power" person in his or her circle, regardless of the size of the circle.
2. Be generally supportive of the school district, even during times of stress and strife.

A "power" person does not have to be the stereotyped cigar-chomping politician normally thought of as the "power of the community." A Key Community Communicator is an individual who is listened to in his or her circle and is believed by most of the members of the circle.

Key Community Communicators must be generally supportive of the school district. Even during times of extreme tension, A Key Community Communicator will always be more supportive of the school district than of narrow, fragmented causes. To a Key Community Communicator the continued successful operation of the district is more important than a momentary selfish motive.

WHO ARE KEY COMMUNITY COMMUNICATORS?

They can be: PTA leaders, school volunteers, retail clerks, Chamber of Commerce officers, barbers, beauticians, dentists, doctors, lawyers, trade union leaders, prominent businessmen, industrialists, senior citizen leaders, mass media officials. And, they can also be neighborhood leaders, housewives who are talkative in their block or building, little league

coaches, and others who have the two essential traits. If they don't have both traits they should not be a part of the "network."

FORMING KEY COMMUNITY COMMUNICATOR GROUPS

Every school district superintendent, administrator, principal, support personnel supervisor, school board member, and school public relations person should have his or her own Key Community Communicator group. Each group should be made up of those who will be understanding and helpful during times of crisis.

A superintendent's group of Key Community Communicators could be comprised of a few compatible people in the community who face similar problems in private industry and other forms of government; i.e., plant managers, county commissioners, owners of businesses, and others responsible for large numbers of employees and large budgets. The superintendent will be comfortable with those individuals, and they will be comfortable with him.

A principal should solicit for membership to his or her group those individuals in the neighborhood school community who are the most supportive of the district, and who are respected by their neighbors.

School PR people should invite media representatives and private industry PR people to make up a Key Community Communicator group. A school transportation supervisor could utilize private bus company managers, and the food services coordinator could seek the counsel of restaurant and institutional food service supervisors.

UTILIZATION OF KEY COMMUNITY COMMUNICATORS

Each superintendent, administrator, school PR person, school board member should compile the name and address of each of their communicators for a master districtwide mailing list. Each of the communicators should receive a regular, factual publication of the official actions of the school district, usually the "goings on" of school board meetings. Give them enough information so they'll never say: "You never tell us anything about what's going on with the district."

Each group should have informal, occasional meetings. Listen to their suggestions, share your problems, heed their good ideas. They'll feel that they're an important part of their local public education system. And, you'll have a "network" of supportive and understanding people to help make the next crisis easier to endure.

Contrib ed by:
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SPEECHES

The most effective form of communication is face-to-face. Be aggressive about finding and making opportunities for school people to talk about education before other groups in the community. The telephone directory and your Chamber of Commerce have lists of the various organizations in your area (service clubs, veterans groups, fraternal organizations, women's clubs, hobby groups, youth organizations, religious groups, civic associations, and social agencies). Check the listings and make arrangements to tell your story to as many as possible each year.

Pointers for speech makers

1. Be direct and straightforward. Have something to say and say it.
2. Put your audience at ease by being at ease yourself. Look at your audience, avoid random movements, converse with the audience.
3. Know what you are talking about. And when you do, speak as an authority. When you talk to a group, impress upon yourself the fact that you know more about the subject than the group to whom you are talking, and you will sound convincing.
4. Concentrate on communicating the idea and ideals behind your program to your listeners.
5. Speak clearly, in language on a plane with your listeners. Simple English is easier to listen to than involved sentences and long words.
6. Keep personal references, honors, and accomplishments out of your speech as much as possible.
7. Make an outline which is easy to follow—develop a few key points and back each with facts and illustrations.
8. Have a good beginning and end to your speech. Even if you adlib it is best to prepare these parts so you know when to stop as well as how to start.
9. Get the audience's attention with an anecdote, story, joke, or quotation about your program. (It may be useful to try out the story on a few of your friends to test their reactions.) Be sure that the joke actually introduces your subjects.
10. Since the previous speaker may have stolen most of your ammunition, you had better take along a little extra to use in an emergency.
11. Prove your point with human illustrations that tell your story.
12. Everybody likes a good success story and case histories of outstanding students and graduates are sure-fire speech material.
13. Find out ahead of time all you can about the group to whom you are to speak, so you can aim your words at their specific interests and current needs.
14. Write a new speech or rework an old one carefully for each occasion. This procedure will assure the fresh approach which makes a speaker popular.
15. Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.
16. Ask the audience to do something: read the school's handbook, visit your shop, attend

the school's Open House, or tell others about the education program.

17. Don't talk too long.

Contributed by:
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TELEPHONES

USE TEACHERS AND THE TELEPHONE–THAT GOOD MESSAGE

When was the last time that a teacher or principal in your school district telephoned a parent about his/her child . . . to compliment or to express concern and friendly interest? Most often, telephone calls from a school to a home bring bad news . . . a child was tardy, expected work has not been completed, Johnnie was involved in a fight on the way home yesterday afternoon, or we need your help at the school carnival.

Imagine how you would feel as a parent if you are contacted by a teacher or the school principal and told that your son/daughter is doing well in school . . . that he/she has overcome a learning or behavioral problem that the child had been experiencing. Be prepared for a response indicating shock or surprise. Parents are not accustomed to hearing good things about their children over the telephone.

HOW-TO-DO-IT

- Make every effort to gain the cooperation of the teachers' association, building principals and others who might be making calls.
- Prepare a statement of guidelines including the cooperative objectives established by school district administration and teachers.
- Provide a proper facility. If a teacher must stand up at the secretary's desk or ask the principal to leave his office in order to use the telephone, it will be difficult for the program to succeed.
- Provide a reporting system. Maintaining a log of positive calls will give you a check on the effectiveness of the program.

WHAT WILL IT COST?

Generally, you cannot expect staff to make calls if the time is not made available. For counselors, principals and those without regular classroom teaching responsibility, a little time can be taken from the regular daily schedule. Planning periods are now provided by many school districts for all teachers. The positive telephone call program could be carried on during teacher preparation time.

Additional telephone lines may need to be installed to handle the increased loads and at the same time make lines available for regular school business. Your telephone company will be

happy to assist you in determining the present loads and the possible need for additional lines or extensions.

THERE MAY BE PITFALLS

Imposing demands on teachers by administrative decree will not make the positive telephone program work. The program must be a joint effort with the participants being involved in planning the program in order to obtain commitment. Teachers will not feel free to make such telephone calls if some measure of privacy is not available. The physical setting must be appropriate.

Contributed by:
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TELEPHONE USAGE

In continuing the new emphasis being placed on telephone manner, tone, and discipline in the schools and the Education Center, the following suggestions may be helpful:

1. Keep telephone manner business-like.
2. Try to respond with agreement or at least full acknowledgment of the other person's concern and his/her right to that concern.
3. Avoid any tone of impatience (or boredom) with the caller, especially when it is difficult to do so.
4. Jot notes from the start of a conversation, but avoid making the caller aware of your note-taking. "Wait until I get a pencil" or spelling aloud can be very annoying to a caller.
5. Answer call on first ring, if at all possible. If not, answer as soon as possible–do not let telephone ring more than 3-4 times without a response, even if it means a pick up, identification, and a brief "hold"–e.g., "Information Center. Will you hold, please?"
6. When you find yourself out of your field of work, say so immediately and calmly by referring the caller to the right person or offering to get the responsible person to call back (after you have briefed that person).
7. Do not prolong a conversation with long, drawn out explanations or background unless the caller specifically requests such information. The caller's time is valuable; be brief and to the point.
8. Use the hold button carefully, with explanations, and for very short periods of time only. If the "hold" must go beyond 15-30 seconds, explain again or try to take a call-back number. Try to give an approximate time the call-back will occur. It takes but a few seconds to put through a new call, and it is the hold button that frequently ties up outside lines so that everyone is inconvenienced. Try to limit its use.
9. "Boss protection." When the called person is out, try to imply that he/she is busy and you know where, that you could reach him/her if it is an emergency, or that someone else can take care of the matter. Be careful about "He's not in yet" or "She didn't say

where she was going." Just "He's in a meeting" can convey a negative message. "She has an appointment now, but I'll give her your message in a few minutes (before lunch, as soon as she is finished)" make for better responses.

10. Identity of caller. This is a sensitive matter; most experienced answerers are sensitive to voices and can tell when the caller is not yet ready to leave a name. This anonymity should be respected. "If I may have your number, he/she will call back." With an unidentified caller or a caller whose name you have asked, be particularly careful about **later** announcing that the called person is unavailable.
11. A good rule: The more tense and unreasonable the caller is, the more calm and reasonable the respondent should be. As unreasonableness or impatience becomes apparent, work carefully toward a call-back.

These are just reminders; we never realize how much the telephone manner, from the first ring, sets the tone for the total attitude a person has toward an institution—a business, a school, an office, a school system.

Contributed by:
Ms. Chris E. Folk, Assistant Superintendent for Communications
Charlotte-Mecklenburg Schools
Charlotte, North Carolina

COMMUNITY EDUCATION

"Community Education" means the involvement of people in the development of an educationally-oriented community and provides for the systematic involvement of community members of all ages in the educational process. It urges the maximum utilization of all human, physical, and financial resources of a community, while stressing cooperation and coordination between the school and other agencies. Community Education recognizes that learning is lifelong and must be provided for everyone, regardless of age, and advocates democratic involvement of community members in problem-solving. Educational curriculum, programs, and services are stressed as being community centered.

Through Community Education a communications vehicle can be provided for:

- putting the ideas, wants, and needs of the people back into the education system that serves them.

- providing faculty and community members with a springboard for evaluating, restructuring, and making more relevant the regular school programs incorporating the maximal use of facilities, human resources, and cooperation between educational agencies.

- cooperating with other educational agencies serving the community toward common goals and identifying overlapping of responsibilities and voids in services provided.

- helping community members to understand, evaluate and attempt to solve locally, such basic problems as: environmental degradation, overpopulation, under and unemployment, criminal rehabilitation, health, personal anonymity, and probably the biggest of all, people getting along with other people.

- rendering vocational, academic, recreational, enrichment and leisure time educational experiences to community members of all ages.

Through the Community Education program, relations between the school and community can be enhanced by school/community groups, parental involvement activities, use of volunteers, expanding the use of school facilities and serving a wider segment of the community's population. Ideas for utilizing some of these techniques as well as other Community Education ideas are included in this section of *SCRIPT*.

Ms. Lettie Cale
Specialist, Adult/Community Education
Arizona Department of Education
Phoenix, Arizona

INTERAGENCY COOPERATION, COORDINATION, AND COMMUNICATION

A MODEL THAT WORKS

A unique and cooperative program is being offered in the Valley of the Sun. The City of Phoenix Recreation Division, Paradise Valley Community Schools, Maricopa County Junior Colleges, the YMCA and other organizations, jointly conduct activities in the Paradise Valley Schools. The success of the program must be attributed to the coordination effort of all concerned.

In 1975 the Paradise Valley School Board of Education allocated budget for a Mott Foundation Community Education Fellowship. The Fellowship gave the district a full-time coordinator to initiate Community Education. At the same time the Northeastern Recreation Division District Supervisor, very interested in Community Education, initiated a number of evening fee programs and hired a part-time Community Recreation/Education Coordinator to supervise two schools. The program was very successful and was expanded.

Federal Community Education funds became available for the 1976-77 school year. A joint proposal was submitted utilizing Recreation Division and school district money to hire three full-time Community Education/Parks and Recreation Coordinators and one full-time school district Coordinator. The Cooperative Plan was funded. Coupled with the Recreation District Supervisor this gave four full-time individuals to work on a Community Education/Recreation Program. Administration of the program is done jointly. Staff meetings, in-service, flyers, paychecks and class administration are all administered jointly. Class fees are processed through the City General Fund giving visability to the Recreation Division. Offices are supplied each Coordinator at three junior high schools where administration of the district program is carried on. From the outset, a Community School Advisory Council was initiated by the school district. Ten leaders from a variety of backgrounds comprised a Steering Committee which evolved into the Advisory Council. The Recreation Division was represented throughout the process. With time the Council expanded and now includes about seventy-five members. Subcommittees were formed to deal with special events or special interests. The group is a functioning and viable one, giving guidance to the Community Education Program.

In addition to the Advisory Council, a District Agency Coordinating Council exists. Its function is to bring together the agencies involved in the program to coordinate flyers, initiate new programs, solve problems and avoid duplication. The group meets semiannually and communicates individually as the need arises.

The program consists of a variety of recreational, educational, cultural and social programs ranging from free after-school recreation to college credit classes. It services all ages, conducting preschool to senior citizen activities. Publicity is obtained through three community newspapers, mailed flyers, radio and television.

Joint publicity is mailed out seasonally to 15,000 residents in the area. Additional flyers are sent home with school children. Monthly attendance at the program is approximately 18–20,000 visits.

The tremendous success and growth of the program can be attributed to the cooperative efforts of two agencies: The Paradise Valley Schools and the Phoenix Recreation Division. Representatives from these groups spearheaded the program and provided administrative guidance to all involved. With the help of the Community Advisory Council, the program has become what it is, "A Model That Works."

Contributed by:
Mr. Ronald Allie, Director of Community Education
Paradise Valley Schools
Phoenix, Arizona

Contributed by:
Mr. Mike Whiting
Phoenix Parks and Recreation Branch Office
Phoenix, Arizona

GUIDELINES FOR COMMUNITY SCHOOL COUNCILS

A COMMUNITY SCHOOL COUNCIL DEFINED

The community school council is an advisory body selected within each school community to assist the school and enlist the help of citizens in solving problems of common concern within that community. It is a voluntary organization whose actions do not have the force of law but express the power of public opinion inasmuch as it becomes a voice of all the people in the community. It is an effective means of bringing together the influential forces within the school community in a united educative effort to solve problems of the school and community.

SOME IMPORTANT ANSWERS

The Flint Community School Councils play an important role in each school and community. Organized in the community-centered school these groups function according to the needs of their own particular area and population. Some of them originate with sponsorship mainly from the Parent Teachers Association and school staff. Others begin with active support from community organizations and citizens not closely affiliated with the school. There are yet others whose origin is different. Once they organize and begin to operate, there are some functions which apply to all councils. It is for the purpose of providing guidelines for these functions that these definitions and suggestions are drawn up.

PURPOSES COMMUNITY SCHOOL COUNCILS CAN SERVE

1. Assess the felt needs of the school and the community through fact-finding studies, discussions, and surveys. To help evaluate and determine the most pressing needs and help set priorities for action.
2. Encourage informed citizen participation and involvement so that they know their

opinion is recognized. To educate for civic leadership.

3. Serve as a communications channel between the people of the community and the school staff.
4. Coordinate community activities and services. Establishment of a community calendar contributes strongly to this and where educational, religious, residential, and economic interests are especially concerned.
5. Unite citizens and organizations in the community into a democratic force which can carry influence with civic authorities when certain needs arise which might require legal action. However, the council cannot serve special interest groups.
6. Provide leadership for community and school compaigns to achieve action on immediate needs such as safety, health, recreation, etc.
7. Advise the school principal and community school director on certain matters related to the school and community, such as:
   a. Scheduling the use of school and public facilities
   b. Development of grounds for maximum use
   c. Money raising projects and proposals
   d. Money spending projects
   e. Community development projects
   f. Social problems within the community
   g. Adult education classes and enrichment activities
8. Provide leadership to assist the school in some of its special projects and activities, such as carnivals, fairs, open houses, family fun nights, etc.
9. Stimulate public awareness of community and school problems through town hall style meetings, radio and press publicity, word of mouth, home discussion groups.
10. Provide a common service to all organizations represented in its membership. This can be achieved through planned sessions where purposes are designed and shared between organizations.
11. Serve as an action body when necessary. After studying a situation and agreeing upon a logical course of action, the council takes steps to carry out its plans. This is especially important when a project is too big for an individual or a small group to handle.
12. Rally support for school and community issues by serving as a clarifying body.
13. Serve as a source of information and an educative force for the school community by developing public understanding of pertinent issues.
14. Serve as a sounding board or source of information and advice for the school staff.
15. Identify and enlist the help of potential community leaders in school and community ventures.
16. Provide a place where different viewpoints can be expressed openly and dissident groups brought to hear each other's views.
17. Serve as a neutral coordinating influence within the larger community where small groups are often at odds with each other.
18. Serve first, last, and always as a medium through which citizens in the community become informed and forces united, to work for the common good.

MEMBERSHIP

A representative council made up of twelve to twenty members seems to be the best size for efficient operation in a school community.

The membership should be representative of the entire geographic area in which the community school is located. People from different socioeconomic levels should be represented if possible.

Some traits for effective council members to possess are:

a. Have a sincere faith in people.
b. Have a broad point of view.
c. Have ability to work with others.
d. Command respect in the community.
e. Be able to give enough time to do the job required.

Citizens usually considered for membership are:

a. Representatives of civic, professional, service, educational, religious, labor, and business organizations.
b. Representatives of the student body and of organizations using the school.
c. Individuals chosen for their leadership, interest, knowledge or competence in civic and educational affairs.
d. The school principal, community school director and representatives of the school teaching and custodial staff.

Many councils extend an open invitation to interested patrons of the community school in addition to those who are appointed or elected as members.

ORGANIZATIONAL STRUCTURE

The organizational structure should be kept as simple as possible. Determined by the council itself it should be simple and flexible but adequate to deal with the community and school needs.

Inasmuch as most council meetings are conducted on an informal discussion basis, the need for a formal structure with many officers and standing committees usually is lessened. A minimum structure might include a chairman, vice chairman, and secretary.

Meetings usually should be scheduled during the school year. Most successful councils have at least six regular meetings during the year, with special meetings being called as often as necessary.

Regular committees and special committees can be appointed as the need arises. Some typical committees who lay groundwork for decisions by the council are: pupil affairs committee, curriculum committee, and public relations committee.

RESULTS TO EXPECT

When a community school council has been set up which is representative and fulfills the simple basic requirements mentioned earlier, many exciting things can be expected to happen. Here are a few items to look for:

1. More parents show an interest and concern in the youth and adult programs.
2. A clearer picture of citizens' feelings and needs is conveyed to the principal and community director.
3. Better community support for school issues and interests is aroused.
4. Festering problems are brought out into the open
5. There is better understanding when opposing factions within the community meet together in a common cause.
6. Leadership of various kinds reveals itself in the many activities of the council.
7. Community businessmen and professionals relate themselves to youth and school problems through the council.
8. There is a unified community effort to accomplish projects which would be impossible for a small group or an individual to handle.
9. Citizens speak up for their school needs and interests.
10. More "extras" are provided for all youth within the school community.
11. A better understanding of the community school concept is realized by everyone.
12. There are broader offerings of adult education activities.
13. Community support so vitally needed by the community school director and principal develops for school activities.

WORDS OF CAUTION

1. The community school council should not become a tool or means by which special factions promote selfish interests.
2. Freedom to discuss all issues must be preserved.
3. The council must recognize itself as an advisory group only and not one which makes policy decisions.
4. The membership should be open and not limited to a few representative groups using the school.
5. Council deliberations should include items of community interest. They should not be confined to small issues and decisions which the principal would have decided any way.
6. Council members must be recognized as members of an important body which contributes much to the community.
7. Skill in training lay volunteers is essential if a principal or community school director wants them to serve in leadership roles.

Contributed by:
Mr. Arden Peterson, Community Education Intern
Flint Community Schools
Flint, Michigan

COOPERATING WITH COMMUNITY GROUPS

PURPOSE/REASON

Multi-purpose use of facilities: To help establish a "partnership" between the schools and the community.

STRATEGIES AND ACTIVITIES

- School administrators invited all community groups—service, social, educational, church, political, labor unions, state, city and county governments--to use the schools for their meetings.
- The school system invited the Department of Parks and Recreation to use school facilities for some of their programs.
- School facilities, both indoor and outdoor, were opened for a wide variety of community uses.

RESULTS

- In one year community groups used school facilities on 22,863 occasions.
- The project emphasized the important community role played by the school system beyond regular school hours.
- Helped develop a partnership between the schools and the community.

RECOMMENDATIONS AND CONSIDERATIONS

- Citizen use of school facilities should not conflict with the regular school program.
- The schools should be open to all community groups, not just a select few.
- The school district should set up a definite policy on community use of the schools, with guidelines, etc.

Contributed by:
Pittsburgh Public Schools
Pittsburgh, Pennsylvania

COMMUNITY SCHOOLS: AS INFORMATION CENTERS

PURPOSE/REASON

To have the Community School serve as a Community Information and Education Center.

STRATEGIES AND ACTIVITIES

- Administered a comprehensive interest survey which reflected the basic educational and social needs of the community.

- Developed into an extension site of the Action Center that served as a clearinghouse for disseminating information.

RESULTS

- This process resulted in increased community awareness and sensitivity to the needs and problems of the community and enhanced the educational process itself within the community.
- Approximately 1,000 people benefited from the instructional program.
- Increased participation in the various classes was reflected in enrollment figures.
- Increased support and commitments from the community were projected as a result of this program.
- This project was successful in informing as well as involving the community in providing meaningful educational experiences to parents and students.

RECOMMENDATIONS AND CONSIDERATIONS

- It is recommended that every school in the District become a Community School in the future all year round.

Contributed by:
Pearl C. Anderson School
Dallas Independent School District
Dallas, Texas

COMMUNITY SCHOOLS: JEFFERSON CENTER

PURPOSE/REASON

To utilize the school more fully and offer the community a variety of facilities and educational opportunities that otherwise would not be available to them.

STRATEGIES AND ACTIVITIES

- The Board of Education and the Department of Environmental Affairs cooperated in building Jefferson Center.
- The Center housed two previously separated junior high schools.
- The Center also serves as a full community recreation center including game room, canteen, dining commons, a clubroom, theater and fieldhouse.
- The building is open from 6:00 a.m. to midnight seven days a week.
- The county recreation department is in charge for the first three hours of each day.
- Students use most of the space from 9:00 to 3:00.
- After 3:00 the recreation program expands and adult education classes begin.

RESULTS

- Students mix with people of all ages.
- A feeling of community has developed within the Center.
- The joint venture gave the community better facilities than either agency could have afforded separately.
- Community leaders are looking for more ways to combine facilities so the taxpayer can get more for his money.

RECOMMENDATIONS AND CONSIDERATIONS

- Other communities have conducted a needs assessment of the community before instituting such programs.

Contributed by:
Thomas Jefferson Center
Arlington, Virginia

BILINGUAL EDUCATION

An important factor of a bilingual education approach is that it helps to bridge the gap between the child's home and school experiences. Traditionally, the limited English-speaking communities have seen the schools as unresponsive, unreceptive, and alienating. A point in favor of bilingual programs is that they tend to improve the relevance and sensitivity to those communities.

Since minority parents tend to be suspicious of or shy with school personnel and are reluctant to visit the schools or to intervene with school authorities on behalf of their children, they need to feel welcomed and respected when they do visit schools. Parents need help in developing and improving their own abilities, skills, and talents. They will welcome this assistance if they are convinced that the school is genuinely interested in their problems, needs, ideas, and culture.

A bilingual educational approach offers one of the best vehicles for involving the language minority communities that experience language difficulties in our schools.

Enclosed are selected samples/ideas which may assist school districts in facilitating better school/community relations.

Mr. Robert Sosa
Education Program Specialist, Bilingual Education
Arizona Department of Education
Phoenix, Arizona

COMMUNITY LIAISON PERSON

In order to increase communication between schools and those people whose dominant language is other than English, a community liaison person should be assigned who has the ability to relate to people, is bilingual and familiar with cultures represented in the community and supportive of bilingual education. The major goal of the selected person should be to increase parental/community participation through activities such as the following:

1. Make periodic home visits and attempt to secure parental participation in school activities.
2. Meet with teachers to encourage home visitations.
3. Develop bilingual/bicultural activities for parents/community.
4. Involve parents in advisory councils and keep school administration informed of parent advisory council's activities.
5. Publish and disseminate bilingual newsletter of school activities.
6. Serve as interpreter for the school and the parents on school matters.
7. Encourage parents to participate in adult education; i.e., ESL and SSL classes.
8. Assist students in registration.
9. Contact all local agencies and provide demonstrative presentations.
10. Communicate with English-speaking and limited English-speaking individuals in the community to help them become more knowledgeable about bilingual education.

Contributed by:
Mr. Robert Sosa, Education Program Specialist of Bilingual Education
Arizona Department of Education
Phoenix, Arizona

A BILINGUAL APPROACH TO SCHOOL PR

The City of Corpus Christi, located on the lower Texas Gulf Coast has a population of 204,525 as of the 1970 census. Within the city there are five school districts, of which the Corpus Christi Independent School District is the largest. During the 1974–75 school year the student enrollment of the CCISD was 41,472.

The ethnic breakdown of the city, again as of the 1970 census, was 54.3 percent Anglo-American, 40.6 Mexican–American and 5.1 percent Negro-American.

Since 1968 the school district has been embroiled in a desegregation suit brought against it by a group of Mexican-Americans. Since that time the school district has been in and out of court.

Feelings have been tense regarding desegregation and possible busing to achieve desegregation. During these times, factual communication with the school district's publics is essential both to dispel rumors and to help ease strained relations.

SEEING A NEED . . .

With a philosophy of "Communication is the First Step Toward Understanding," and feeling that communications totally in English initiated by the school district were not reaching all the school district's patrons, the superintendent of schools in 1972 hired a bilingual person to the staff of the district's Public Information Office to help communicate in English and Spanish with the entire community.

WHAT WAS DONE . . .

- All written communiques regarding desegregation which were sent to parents were written in English and translated into Spanish and sent to the district's patrons in bilingual form.
- Two 15-minute Spanish radio programs (later cut to five minutes) were initiated and aired weekly over the city's two Spanish language radio stations.
- Spanish-speaking administrators are available and interviewed on their areas of expertise by the two radio stations periodically.
- Spanish-speaking school representatives have appeared on a weekly Spanish television program which attracts 85 percent of the viewing audience (both English and Spanish speaking) on Sundays.
- In predominantly Spanish-speaking communities, PTA meetings and community meetings are conducted in English and Spanish when a need for bilingual communication is determined.
- Bilingual persons are available for written or oral translations of English material.
- Periodically, information of a general nature (which immunizations are required for students prior to the beginning of school, etc.) is broadcast over a Spanish radio interview-format program.

HOW IT WAS DONE . . .

- The information coordinator and superintendent of schools saw a need for bilingual communications between the school district and its publics, feeling that many Spanish-speaking persons were not being reached.
- A bilingual person was hired to handle and help coordinate bilingual information.
- The importance of communicating in a friendly, bilingual manner was explained and impressed upon school personnel.
- Bilingual communication was promoted as beneficial to the school district.
- An atmosphere of mutual cooperation was established by the bilingual information specialist and the two Spanish radio station managers for the school district to have a five-minute radio program weekly.
- Bilingual administrators are made available for interviews, community meetings and informal talks with various groups.

Contributed by:
Mr. Roy Torres, Public Information Specialist
Corpus Christi Independent School District
Corpus Christi, Texas

BILINGUAL SPRING FESTIVAL

This year our Bilingual Education Center (a pull-out program) began an annual spring festival which we present in the new mall in downtown Elgin. Our district has a large Spanish-speaking community with most of the population located in the City of Elgin. This festival was not only serving the Spanish-speaking population, but helping acquaint others in our community with the Latino cultures. We had good response from the community. This type of program can be used to highlight any special program in the district.

Contributed by:
Ms. Kathleen I. Woodman, Director of School/Community Relations
School District U-46
Elgin, Illinois

PARENT WORKSHOPS: IN A BILINGUAL SETTING

STRATEGIES AND ACTIVITIES

- Schedule a weekly program for parents, same day and same time each week.
- Use name tags each week and serve refreshments.
- Prepare programs on Child Development, Reading, and Math giving the parents material to aid them in assisting their children in their home studies.
- Present all written materials in both English and the group's native language.

RESULTS

- Involvement of parents in school activities.
- Informing of parents on how they can assist their children, parenting and related subjects as indicated by needs.
- More interest and concern about the school and its programs among parents.

Contributed by:
Preston Hollow Elementary School
Dallas Independent School District
Dallas, Texas

PARENT ATTITUDES TOWARD EDUCATION SCALE

The following sample is a portion of the total document.

	Strongly agree Estoy completamente de acuerdo	Agree Estoy de acuerdo	Don't know–uncertain No sé - no estoy seguro	Disagree No estoy de acuerdo	Strongly disagree Absolutamente no estoy de acuerdo
Children should listen to the teacher and do what he says.	___	___	___	___	___
Los niños deben de escuchar al maestro y hacer lo que dice él.	___	___	___	___	___
The school is often to blame when students don't like school.	___	___	___	___	___
La escuela es la culpable cuando a los niños no les gusta la escuela.	___	___	___	___	___
Some of my teachers helped me to be a better person.	___	___	___	___	___
Algunos de mis maestros me ayudaron a ser una persona mejor.	___	___	___	___	___
I would like to see Spanish taught in the schools.	___	___	___	___	___
Me gustaria que enseñaran el español en la escuela.	___	___	___	___	___
Too much play goes on in school these days.	___	___	___	___	___
Se juega mucho en las escuelas en estos tiempos.	___	___	___	___	___

	Strongly agree Estoy completamente de acuerdo	Agree Estoy de acuerdo	Don't know–uncertain No se - no estoy seguro	Disagree No estoy de acuerdo	Strongly disagree Absolutamente no estoy de acuerdo
Most teachers treat the children in their classrooms fairly.	___	___	___	___	___
La mayoría de los maestros tratan a los niños en una forma justa.	___	___	___	___	___
Teachers do not make the pupils behave as well as they should.	___	___	___	___	___
Los maestros no hacen que los niños se porten tan bien como se deben de portar.	___	___	___	___	___
Parents and school must work together to help the child with school matters.	___	___	___	___	___
Los padres y la escuela deben trabajar juntos para ayudar al niño con sus trabajos escolares.	___	___	___	___	___
Teaching Spanish in school makes it harder for the child to learn good English.	___	___	___	___	___
Si se enseña español en la escuela entonces se le hace mas dificil al niño para aprender ingles.	___	___	___	___	___
Most people will learn more by working four years than by going to school four years.	___	___	___	___	___
La mayoria de las personas aprenden más trabajando cuatro años que estudiando cuatro años.	___	___	___	___	___
Many teachers do not explain enough in their teaching.	___	___	___	___	___
Algunos maestros no se explican bien.	___	___	___	___	___

Contributed by:
Mr. Alex Lobaco
Murphy Elementary School District Number 21
Phoenix, Arizona

SECTION VII

NEWS MEDIA

INTRODUCTION

Good press relations are the essence of any school public relations program. Mass Communicators are responsible for providing much of the information our publics receive.

Any reporter who has it "in" for the schools can reek havoc with the most well-developed PR program and irrepairable damage.

Our task in the schools is to understand the job of reporting, sympathize with deadline pressures, help simplify information, and provide help whenever possible.

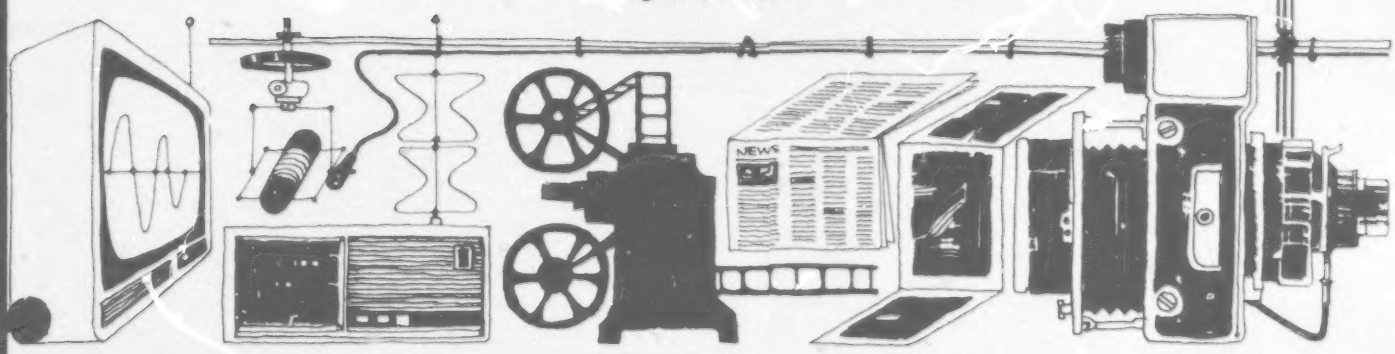
Today's reporter, in most cases, wants the straight story. The "PR" image is a hard stereotype to overcome. Gone are the days of a glad-handing "PR" man sporting forth with candy-coated misinformation designed to make everybody happy.

News releases that read like fairy tales end up in editor's waste baskets. Pictures of the superintendent shaking hands with local officials are destined for the back pages of newspapers.

Get to know the various media. Find out exactly what individual reporters require. Above all, make every attempt to understand rather than criticize their situation.

Most importantly children will be the real winners.

Mr. Kent J. Ord
Communications Specialist
Flagstaff Public Schools
Flagstaff, Arizona



HOW TO WORK WITH REPORTERS

From a subject which was rarely covered by the media prior to Sputnik, education, with its latter day problems of finance, race, reading, teacher and student militancy, discipline, accountability and the like, has become front page news almost daily across the country. With the reporter probing for the reasons, for instance, why Johnny can't read despite a 200 percent increase in a school district's budget over the past decade, and with the educator straining to improve basic skills education on one hand and to hold back the wolves of accountability on the other, it is a rather common occurrence that school administrators and journalists get along together like oil and water.

The classic administrator's lament is: "Why always print the negative? Why not write about some of the good things now and then?" To which the media replies: "You're all smiling and cooperative when you've got good news. But comes a negative story and you crawl into a closet and slam the door. It works both ways." So it does. And perhaps one word–**coope ation**–is almost always the key to dealing with the negative press.

If a reporter is **ignored, misled, put off or treated with disdain**, there's a pretty good chance that some kind of negativism will be reflected in his story. And how does it look to the public when they read that the administrator "refused to talk to a reporter," or said he "didn't know," or was "unavailable for comment?" Administrators may charge that this is negative reporting. Yet, each of the three quotes are absolutely accurate.

They're not out to get you

Reporters, be they radio, TV, or newspaper, work under enormous time pressures that pretty much dictate how they act. They are probably as much maligned and as harried as school administrators.

The reporter generally has to discover a story, follow up on a lead, become an instant expert, develop a general perspective, and write or tell a story in far too little time or space to do a good job–unless he gets some good help. That's where the principal can come to the rescue–of the reporter and himself.

A simple formula is: treat him like a decent person doing a decent job, help him get the facts, give him enough background so he can develop some perspective on the situation, help him get to the people he needs to see. The school administrator who faces the situation–even if it's a bad one–with an understanding of the reporter's viewpoint will be friendly, concerned, honest, straightforward and sincere. Most of the time a much more positive story will result.

The facts, ma'am–and then some

The only time you probably have serious doubts about responding to a reporter's questions, is when you suspect the answers may somehow be used against you. But, that's when you

most need to reply with straight, honest answers. Give him the facts and fill in the background. Assuming that your decision or action was done in good faith, and for one or more good reasons, make sure the reporter understands what these are. Obviously, you don't have to volunteer things that are apt to cause problems; but if he asks, tell him. Your best protection against an erroneous, slanted story is a reporter who fully understands the situation.

Don't ask a reporter to be "off-the-record." If you aren't willing to be quoted, it's better not to make a statement.

Educationese is a Communicable Disease

If you talk to a newsman about "diagnostic in-take, work-up, documenting, and evaluation of the variables that are operative," he's never going to know you mean "finding the cause." Even if he can ferret out your meaning, he may not believe a other word you say. Reporters, like parents, are impressed with straight talk, not double-talk. The very fact that he runs into this kind of professional gibberish frequently, tends to endear him to the schoolman who doesn't use it. Don't tell him your program is "more effectively meeting the educational needs of the children." Say that "the kids are learning more." The jargon bug is hard to cure, and tends to get progressively worse if not arrested at an early stage.

Two watchwords and you're in

1. Make yourself readily **available**–return calls fast; interrupt meetings if necessary; get back to a newsman right away.
2. Enhance your **credibility**–give reporters the facts–straight, honest, and sincerely, in terms they can understand.

Contributed by:
Mr. Van H. Savell, Director of Communications Services
Brevard County School District
Titusville, Florida

IF YOU'RE BEING FORMALLY INTERVIEWED

- **Welcome the interviewer and his or her questions. Refer to the interviewer by name, early and often.**
- **Have in mind one or two major points you'd like to get across in your finished story.** At the earliest opportunity, try to **capsulize your main points** in answer to interview questions.
- **Make sure your points are relevant to the reporter's questions.** Don't try to snow him or her with long involved explanations and hundreds of facts. Short, concise answers are particularly important when interviewing for television or radio.
- **Place your most important points at the beginning of each response where they will be clear and isolated.** In filmed interviews, this is especially important. Responses like "I have twelve points to make. One...Two...Three...etc." drive film editors crazy and

invite poor editing. The editor may choose an insignificant part of your response simply because it's easier to edit.

- **If a news crew is coming to the school for a filmed interview to be broadcast later,** allow time for equipment set-up. This usually takes a minimum of ten minutes. Have a building electrician handy to find power outlets and fuse boxes, if needed. There's no reason for you to hang around as this happens. Just stay close so you're ready when the interviewer is ready.
- **Often a reporter will be interested in talking to you privately to narrow the area of questioning down before the actual interview.** If this is done while the camera crew sets up, take the interviewer into another room. **Don't say anything here that you wouldn't want repeated on the air.**
- Even if an interviewer outlines an interview for you ahead of time, **he/she may and often will ask unexpected questions in the course of the actual interview. Expect it.**

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Elementary School District No. 205
Glendale, Arizona

WRITING THE STORY

PEOPLE WANT TO KNOW

1. About what the schools are doing for their children: curriculum, lunchroom programs and teaching techniques that make students more independent and responsible.
2. How teaching is changing and why: open classrooms, team-teaching and individualized instruction.
3. How the schools are being improved: addition of special reading programs, art programs and special classes that help the handicapped and accelerated student.
4. Building expansions and improvements: painting the classrooms, redecorating buildings, remodeling the library, or making the library a materials center.
5. What teachers are doing to improve themselves: local in-service programs, college courses and educational travel.
6. Unusual class and/or projects: special federal programs, off-campus environmental education or career education.
7. New personnel: new staff members and staff promotions.
8. School financing: cost of buildings, programs and activities.

Contributed by:
Ms. Shirley P. Williamson, Head of Office of Communication Services
Kentucky Department of Education
Frankfort, Kentucky

WHERE TO FIND NEWS

Checklist of News Sources

Administrative Activities
- Board meetings
- Board actions
- Board members
- Board elections
- Board officers
- Speaking engagements
- Programs under consideration
- Addresses made
- Recognition received
- New administrators
- Surveys conducted
- Changes in organization
- Cost of education
- Record systems
- School budget
- Growth in number of employees
- Interviews with board members
- Interviews with administrators
- School calendar
- Slogans adopted
- Research studies
- Educational needs
- Long-range problems
- Attendance at conferences
- Participation in community projects

Classroom Activities
- Field trips and excursions
- Methods of teaching
- Curriculum study
- Curriculum changes
- Testing program
- Results of testing
- Special study projects
- Exhibits
- Demonstrations
- New instructional materials
- Textbook selection
- Library references
- New equipment
- Trends in teaching practices
- Promotion policies
- New techniques and devices
- Work of supervisors
- Homework policies
- Evaluating pupil progress
- Parent participation
- Provisions for handicapped children
- Guidance problems
- Course offerings
- Educational objectives
- Humorous incidents
- Unusual happenings
- Success stories of individual children
- Character development

Community Activities
- Services to community
- Use of community resources
- Citizen participation in school program
- Special lay committees
- School-community projects
- Staff participation in community affairs
- Cooperation with community groups
- Community surveys and opinion polls

Activities of Graduates
- Business success
- Special awards and honors
- Reunions
- Acts of valor
- Success in college
- Contributions to school
- Alumni programs
- Marriages and births
- Opinions on school questions
- Citizenship activities
- Participation in community affairs
- Services to community
- Vocational outlook
- Work after school

Staff Activities
- Scholarships, awards, and special honors
- New members
- Exchange teachers
- Summer activities
- Acts of bravery
- Leaves of absence
- Professional interests
- Avocational interests
- Weddings
- Births in family
- In-service education
- Attendance at conferences
- Activities in community
- Retirement
- Visiting educators
- Rewards of teaching
- Special talents
- Offices in professional organizations
- Books and articles written
- Promotions
- Biographical material
- Deaths
- Speeches
- Donations to charity

Parent Activities
- Parent-teacher association programs
- Father and son affairs
- Mother and daughter affairs
- Services to the school
- Conferences with parents
- Participation in school
- Special parent projects
- Parent publications
- Officers of parent-teacher association
- Attendance at educational conferences

Plant Activities
- New building construction
- New building financing
- New building locations
- Features of new buildings
- Community use of buildings
- Special recreation programs for adults
- Building maintenance
- New installations
- Dedicatory exercises
- Safety measures
- Renovations and extensions

Pupil Activities
- Academic achievement
- Career education
- Scholarships, awards, and special honors
- Hobby interests
- Success in special fields
- Outstanding talent
- School clubs
- Musical programs
- Athletic events
- Various contests
- Assembly programs
- Student council
- Pageants and festivals
- Good deeds and acts of heroism
- Attendance
- Graduation exercises
- Special projects
- Opening of school
- Donations to charity
- Speeches

Special Activities
- Open house programs
- Observances—birthdays, holidays, special weeks
- Operation of cafeteria
- History of school
- Demonstrations and exhibits
- School bus service
- Visits by celebrities
- Guidance facilities
- Drives and campaigns
- Hobbies
- Research projects
- Health measures
- Teaching homebound pupils
- School camp

Contributed by:
Kindred, Bagin, and Gallagher
The School and Community Relations
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

USE A FACT SHEET

WHAT'S HAPPENIN'

The Communications Department wants to keep the Charlotte-Mecklenburg community as well as employees of the system informed about what's going on in CMS. To do this job effectively, Communications needs your help!

Please use the form below to notify Communications about interesting class/school events, programs or projects and news involving staff members and students. (Do not include athletic events or regular PTA meetings unless programs are of community interest.) For maximum results, please provide the information in advance **(two weeks is best)**.

Complete the form and return.

_____ _____
School or Department Date

COMPLETE APPROPRIATE ITEMS. ATTACH ADDITIONAL INFORMATION IF NECESSARY.

1. **Who:** *(List people involved, titles, grade(s), etc.)* _____

2. **What:** *(Describe award, event, program, project, etc.)* _____

3. **Where:** *(Place)* _____

4. **When:** *(Dates and times)* _____

5. **Why or How:** *(Reason for award, event, project, etc.)* _____

6. **Points of special interest:** _____

Contributed by:
Ms. Cynthia Leigh Gardiner, Public Relations Director
Durham County Schools
Durham, North Carolina

NEWS WRITING TIPS

The following suggestions apply to both hard news and feature writing.

- Attribute all quotes and identify all persons mentioned in a story. Example: "The kids know more than I did when I was their age," said Miss Patricia Flower, student teacher at Hillcrest School.
- Avoid adjectives, interpretive comments, and opinions unless attributed to someone in a quote. Failure to do so will be considered editorializing.
- Double check the spelling of names in a news release. Write "cq" or "ok" after an unusual spelling or after anything that looks peculiar but is correct.
- Identify places and things if necessary. Example: "Alpha Phi Omega, a service fraternity."
- Use a person's full name in the first reference and only his last name in subsequent references. First reference is "John Doe," second reference, "Doe."
- List the exact date rather than the day or the week, or words such as "today" or "tomorrow." The editor will not know whether "today" or "tomorrow" relates to the day you wrote the release or the day he is expected to publish it.
- When using numbers, spell out those below 10 and use numerals for 10 and above.
- Send for a copy of the joint "Associated Press-United Press International Style Book." It will acquaint you with how newspapers want material capitalized, abbreviated, and punctuated. It is available from the Associated Press, Rockerfeller Plaza, New York.

Contributed by:
Dr. Clark T. Shelby, Administrative Assistant
Alhambra School District No. 68
Phoenix, Arizona

PREPARATION OF NEW RELEASES

Helpful Hints – Print Medium

- All releases should be typewritten on plain, white paper of the standard 8½ by 11-inch size. Use only one side of the paper.
- The name, address and telephone number of the person supplying the news should be indicated on the release (usually in the upper left-hand corner of the first page) so that the information can easily be verified by the publication if desired. A slug (one- or two-word identification of the news release) should also be used.
- Below the slugline, but on the right-hand side of the page, indicate the release date. Most releases should be set for "Immediate Release."
- Do not indicate a headline. Skip at least two inches between the release date line and the body of your copy so that the editor can insert the desired headline.
- Copy should be brief and concise. Make certain it is accurate and timely.
- Text should be double-spaced.
- Paragraphs should be indented at least five typewriter spaces.
- Use wide margins so editors can edit your release.

- Do not split a paragraph from one page to another. If the text runs more than one sheet, place "–MORE–" at the bottom of the page and continue onto the next page.
- Page numbers and a slugline should be used at the top of each additional sheet.
- At the end of your copy, place the symbol "–30–".

Contributed by:
The Arizona Republic and *Phoenix Gazette*
Phoenix, Arizona

FOR MORE INFORMATION CONTACT: Kent J. Ord
Communications Specialist
774-8781

FOR IMMEDIATE RELEASE: (6/3/75)

NEWS from the Flagstaff Public Schools

EMERSON CLOSURE

Flagstaff Public Schools have been notified of a complaint lodged with the Department of Health, Education and Welfare against the closing of Emerson Elementary School.

Supt. of Schools David A. Williams said HEW has requested information on district racial balance and reasons for closing the school.

The Flagstaff Board of Education voted closure of Emerson earlier this year in an effort to cut costs in next year's budget. Williams said Emerson was chosen because of a decreasing population in the surrounding attendance area and the action's minimum impact on the entire district.

–30–

Contributed by:
Mr. Kent Ord, Public Relations Consultant
Flagstaff Public Schools
Flagstaff, Arizona

UNDERSTANDING MEDIA

THE PURPOSE OF NEWSPAPERS

Newspapers, even though performing a commendable community service and having the responsibility of keeping all the "publics" informed, must make a profit in order to continue publishing. They are business firms just as any other enterprising company operating through our American system of economics.

Editors have space limitations–60 percent of the paper is devoted to advertising to compensate for the other gratis 40 percent allotted to news. Editors receive about 10 times more news material than they can use for nonpaid space. For school news to get its share of that 40 percent, it must be timely, interesting, and brief.

Contributed by:
Ms. Kay Bullock, Publications Coordinator
State Department of Public Instruction
Raleigh, North Carolina

TELEVISION TIPS

Almost all radio and television stations have local interview programs that reach large numbers of people.

Ask the program director at your local station if such an interview can be arranged. Be sure to explain the purpose of the campaign when asking for such time.

Before the taping session, be sure that the person to be interviewed is sufficiently informed to address the subject. If he is not prepared, the results could be disastrous.

Many times it's helpful to provide the interviewer with background information so that he can ask pertinent questions about your subject. You might even ask him if he'd like to have a prepared list of questions and answers for use during the interview.

Dress: Plain pastels or grays, no white dresses. Brimless hats only.

Jewelry: Daytime street make-up is proper for most occasions on television. Do not overemphasize or overuse eye shadow. For men, a little pancake make-up can be used to cover shiny spots.

Suits: All suits are fine as long as they are not white or light pastel. No tiny plaids, houndstooth, herringbone patterns or tiny stripes.

When participating in a program, if you address a camera, address the one having the red lights on. If, on a panel show, the moderator, emcee, or host asks you to answer a question and he frames the question so that the answer should be made to him, address him, ignoring the camera. If he asks that you direct your answer to the audience, address the camera.

Most of the time you will have no need for hand signals, but it helps for you to know the basics. It might help the host. Three fingers mean 3 minutes remaining; two–2 minutes; one–1 minute remaining. One hand moving in a circular motion means wind it up, conclude as soon as possible.

Contributed by:
Mr. Larry Hogue, Public Relations Coordinator
Mississippi State Department of Education
Jackson, Mississippi

RADIO TIPS

- **Talk in a normal tone of voice.** For engineering reasons, the interviewer tucks the telephone mouthpiece under his chin so his/her voice may sound somewhat remote. Resist the impulse to speak in a half-shout.
- **Be especially careful not to overlap the interviewer's question.** Start your answer only when you're sure the question is complete. This allows the editor to cut the telephone interviewer out and insert another reporter's voice. To do otherwise frustrates the editor and makes your responses harder to get on the air as spoken.
- **If you are presenting a prepared statement, try not to read it in a stilted manner.** Act as though you were speaking to a friend and explaining your message face-to-face.

Contributed by:
Ms. Maggie Beebe, Director of Communications
Glendale Elementary School District No. 205
Glendale, Arizona

WHAT IS A PUBLIC SERVICE ANNOUNCEMENT?

A Public Service Announcement, or PSA, is a 10-, 20-, 30-, 60-, 90-, or 120-second spot, similar to and scheduled the same as a commercial. Most stations prefer PSA's that are less than 60 seconds in length. The most popular length for public service announcements is 30 seconds at most stations. Program directors will tell you that 30 seconds is just long enough for you to communicate a message and not long enough for the listener to go to the radio and dial in another station.

The most important differences between commercials and public service announcements are:

- PSA's are offered free by the radio station. Clients pay for commercials.
- You have little control over when PSA's will run. Commercial clients buy certain time slots. PSA's are scheduled for the best positions available. While some stations will run short public service announcements in prime time along with the commercials, other stations will schedule PSA's during time periods when the commercial load is low.

CREATIVE WAYS TO USE PSA'S

How can your school system use public service announcements? You may want to:

- Promote an event.
- Highlight a school program.
- Inform the audience about an idea.
- Persuade the audience to accept an idea.
- Conduct a campaign to generate interest in or understanding of a school program or event.
- Be sure your PSA's are the right length. Time them. If your spot fits the allotted time, you are showing respect for station personnel who must maintain split-second schedules. For a 30-second spot, plan to use approximately 70 words. A 20-second spot might include up to 50 words. A 60-second spot could contain from 140 to 150 words. Of course, the number of words will vary depending upon whether the spot is read slowly or rapidly, and whether or not music and other production aids are used.

SCHOOL SYSTEM PSA

May 22, 1975

20-Second Public Service Announcements
Summer School, 1975
TO AIR UPON RECEIPT THROUGH MAY 30

1-20 Elementary
Now's the time to enroll your children in the District 66 Elementary Summer School Program. An exciting array of courses is being offered, ranging from developmental math and reading . . . to music, ecology . . . and even television production. For further information, or to enroll, call 391-3479 now. That's 391-3479 to enroll in the District 66 Elementary Summer School.

2-20 Junior and Senior High
Junior and Senior High students! Don't wait a minute longer. Enroll now in the District 66 Summer School. Some of the interesting and exciting courses being offered include: driver education, motorcycle safety, art, English, math . . . and an

array of music, social studies, and science courses. Call the District 66 Summer School office at Westside High, 291-1266, now to enroll.

Contributed by:
Mr. Gary Marx, Director of Communications Services
Jefferson County Public Schools
Lakewood, Colorado

GUIDELINES FOR NEWS CONFERENCES

A news conference should be called when:

1. Information is of vital interest to all media and the general public.
2. Understanding the issue will require more than a news release.
3. A subject requires more concentrated attention by the public.
4. An individual is only available for a short period of time.

At a news conference:

1. Be open and honest.
2. Be organized and be ready. Do your homework. The newsman's time is at a premium.
3. Open generally with a short statement, preferably 30 seconds to two minutes in length which states the reason for the news conference and gives the basic story.
4. When an issue is uncertain, don't hesitate to say that the item will require further study.
5. Don't speculate on issues which are vital to the school system, and which will require more thought. You might give alternatives, however, and ask the public for their questions, concerns, and opinions. (Trial balloon).
6. Don't be shocked by questions. Answer honestly and directly, and if your reply requires some thought, give it some thought.
7. Facts or statistics which are of vital importance should be made available in a handout. Biographies, the text of opening remarks, or related information should be made available in the same manner.

Contributed by:
Mr. Van H. Savell, Director of Communications Services
Brevard County School District
Titusville, Florida

SECTION VIII

CITIZENS' ADVISORY GROUPS

INTRODUCTION

Whatever you may call them, taxpayers, parents, or citizens, the American people definitely want to play a part in the life of the public schools.

When the Eighth Annual Gallup Poll of the Public Schools (1977) asked the public about serving on board-appointed citizens' advisory committees, 90% said they would like to serve on such groups, depending on their purpose.

Only 10% of the people indicated they would not serve on citizens' advisory committees. By far the greater majority of the public want to have some input into the school system.

The top seven areas about which the people would like to have a say, in order of importance, were—discipline problems, student-teacher relations, career education, student dropouts, teacher evaluation, handicapped students, and school finances.

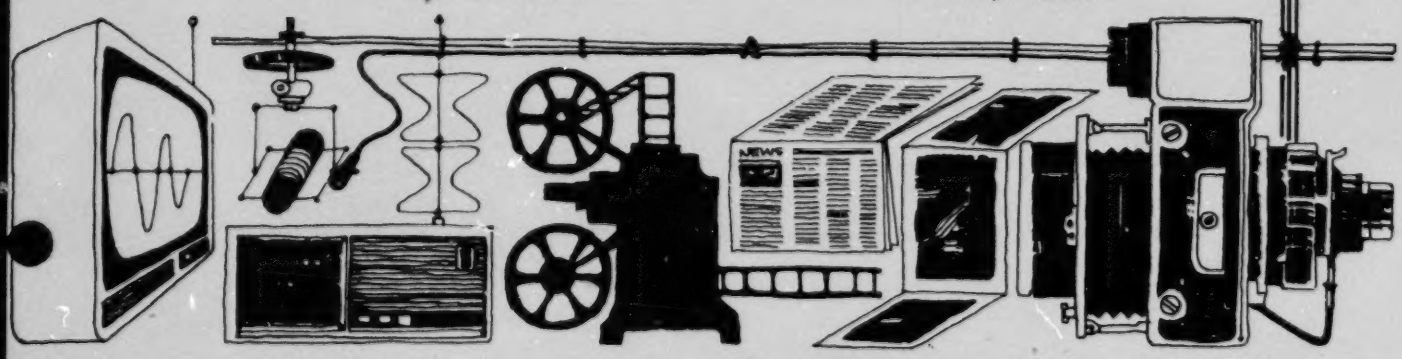
The following outlines offer school board members, administrators or teachers, a practical battery of suggestions on ways to involve people in educational planning and solving problems. These pages contain only a smattering of the many ideas which are available to school officials who are serious about citizen involvement.

The reader is encouraged to expand his/her imagination in exploring new and exciting ways to involve people in the public schools. Make use of the ideas which are applicable; adapt ideas to suit special situations; and discover fresh approaches when needed.

With nine out of ten people interested in taking part in public schools, the sky is the limit, and the rewards are better opportunities for students.

Dr. John W. Hubley
Administrative Assistant for Public Information
Phoenix Union High School
Phoenix, Arizona

Ms. Sue Tompkins
Public Relations Officer
Valley National Bank
Phoenix, Arizona



HOW TO MAKE A CITIZENS' COMMITTEE WORK

Some say a citizens' committee on horses was responsible for the camel. There is validity to the charge that committees often do not result in noteworthy changes or suggestions.

But, with proper advance planning citizens' committees can be of immeasurable value to a school district and the community in general. Among benefits are these:

- Establishment of a committee can force or crystalize the recognition of a problem facing the system.
- Citizens can be involved in a profitable manner.
- Citizens will gain information about the school system and education in general through committee study.
- New lines of thought will occur as committee members (and school personnel) dig into the study area.
- Some major problems not previously recognized may be uncovered.
- Ideas and suggestions will be provided to the board of directors.
- Committee members will carry ideas and attitudes to their friends and relatives in the community.
- Final reports and recommendations of the committee to the board may reinforce existing board opinion. The board may then feel confident to act.

Certainly, committees can create problems as well as solve them. If planning is not done well, these negative situations may result:

- If a committee is not needed for a particular problem, necessary action may be delayed by the formation of a committee.
- If a board does not foresee possible or probable committee recommendations, the board may reject the committee's final report and thus create an unfavorable situation.
- If the final report is shelved with no immediate action, committee members will view their work as worthless.
- If the committee oversteps its charge or assignment, the problem is not studied properly and the value of the final report is of little value.
- If the committee membership is not representative of the community to the degree necessary, recommendation will arise out of an unrepresentative pressure group and taint the final report.
- If the committee is appointed at the wrong time of year or with too long or too much time for the study period, the interest of committee members wanes and they do not contribute fully.
- If the groundrules for communication (between the committee and board, news media and general public) are not drawn properly at the outset, confusion as to what is to be said to whom sets in.
- If the committee conducts little substantial research, the final report is a collection of generalizations and opinions of little value to anyone.

- If recommendations of a committee allow only one course of action, the board may be hesitant to move in that direction immediately (the committee should recommend alternatives, with limitations spelled out, or sequential steps of action).
- If the advisory committee members assume that all recommendations will be acted upon immediately, prudent reaction by the board may be taken as refusal to act by committee members.

What is the best way to plan and organize a citizens' committee to study a school-related matter?

Persons experienced with successful committees suggest that a number of questions should be asked—either by a board or administrators—before final arrangements are made for a citizens' advisory committee:

- What is the problem? Is it well enough defined for a committee to dig into?
- Is it the kind of problem a citizens' committee can deal with or are there other better ways of resolving the situation? Is there a real need for the committee?
- What is the charge to be given to the committee? What is it expected to do? Are there limitations imposed on the committee?
- Who should be on the committee? How are members to be selected? What qualifications should they have? Will membership be representative of the community?
- How large should the committee be? Will there be enough to conduct business and yet not too many?
- How long does the committee have in which to conduct the study? Is it sufficient to do a good job?
- Is the committee charged with making a report? To whom? Will the report be made public? If not, why not?
- If it is a continuing council or committee, how will the membership be rotated?
- What provision has the board or administration made for continuing communication with the committee? Are interim reports to be filed? By whom? Must the entire committee approve these?
- What resources are available to assist the committee in its study? How much time of staff will be required and is this time available. What existing publications, reports and studies should be provided the committee?
- What funds will be necessary for committee business—printing, paper, postage, travel, etc? Who is to provide these funds?
- Who will provide the leadership for the committee? How will this person or persons be selected? Do committee members know this before accepting membership on the committee?
- How will decisions be made in the committee? Should this be left up to members or is there a preferred method?
- When the committee has completed its work, what sort of reward is planned—a dinner, a letter, a certificate or what?
- Who is going to provide an evaluation of the committee? Information should be gathered indicating why the committee succeeded or failed in certain areas so changes in structure and operation can be made for future committees.

Contributed by:
Mr. Al Holliday and Mr. Nick Goble
Pennsylvania Education
July–August 1972

HOW CAN WE INVOLVE THE COMMUNITY IN THE WORK OF THE SCHOOLS

Form task forces. Use these to multiply the effectiveness of your administrators.

A. Mass communication task group activities:
   1. Establish forms and procedure for communicating with the press.
   2. Obtain the names of the reporters of the mass communications media.
   3. Contact local TV and radio talk shows asking to be allowed to appear and discuss school problems, issues, trends, successes, innovative and instructional programs, etc.

B. Community Resources task groups.
   1. List the Community's services that are available to the school and the community.
   2. List the civic organizations that provide specific services to the individual and the family.
   3. Identify the persons in the community who would serve as volunteers.
   4. Develop a list of the service clubs, professional associations, hobby groups and religious organizations operating in the school attendance area.
   5. Make a list of local businessmen, tradesmen, who would be willing to give a five-minute presentation to a primary grade class on "What I Do In My Job."
   6. Aid in the development and publication of a directory of resource people to whom the members of the community can turn to for educational assistance.

C. School Communication task force.
   1. Hold neighborhood coffee meetings to acquaint patrons with school personnel.
   2. Schedule monthly meetings with the principal to receive information on what has been done, what is to do, new programs, etc.
   3. Aid in the publication of a monthly newsletter for the principal directed to patrons of the attendance area.
   4. Organize a telephone committee to be used to transmit important information.

D. School improvement task force.
   1. Meet with the student council to develop a list of ways to improve the school.
   2. Aid in developing projects so parents and teachers can work together to foster students' major interests.
   3. Aid in the development of a parents' handbook, to explain the curriculum, extracurricular activities, athletic programs, school dances, etc.

4. Identify children in the neighborhood who are neglected or left unsupervised. Alert the school to the needs of these children.
5. Meet with the student council to help develop five-minute presentations, to be delivered by students to business groups. Aid in the scheduling of these events.
6. Promote the attendance of education conferences at local institutions of higher learning by parents within the school attendance area.

Contributed by:
Dr. John Walker, Assistant Professor
Arizona State University
Tempe, Arizona

CITIZENS ADVISORY COMMITTEES: CARE AND CAUTION

Care and caution must be maintained in using the Citizens' Advisory Committee. It is not another board of education, not a surrogate board; nor is it intended to displace or replace board thinking, board action or board responsibility.

Successful, effective citizens' advisory committees are most often identifiable in districts where the superintendent and board have charged the committee with a specific task, indicated the date for the committee to begin work, and set the date for the committee to disband.

When the committee is formed members must be told where the money is coming from to fund the work they are asked to do, where they are to get help, who is to be the liaison with the superintendent and board, and what resources are at their disposal.

What To Do

- Publish qualifications for membership on the committee.
- Decide whether the committee is to be appointed, elected, or selected from volunteers.
- Give the committee a major purpose, objectives, guidelines, date to begin and end.
- Provide orientation for committee members.
- Decide if the committee is to be districtwide or if it will serve a school attendance area.
- Make clear that the extent of the committee's authority is advisory only.
- Indoctrinate committee to record and keep detailed notes of all meetings.
- Appoint a liaison person to communicate between the committee and the superintendent and/or board.
- Keep committee members informed so that the committee may function effectively.
- Provide the means for the committee to communicate with all citizens.
- Provide suitable quarters for committee meetings.
- Make certain that public notice of all committee meetings is made in advance so that interested citizens may attend. All meetings should be open to the public.

Problems

- Apathy in the community and among committee members after the first blush is gone.
- Too much time required of committee members who have jobs, other obligations.
- Difficulty in scheduling meetings convenient to majority.
- Domination of committee by one individual or a pressure clique.
- Keeping the committee on the subject–not allowing it to get involved in side issues.
- Getting qualified citizens to serve on the citizens' advisory committee.
- Finding ways to train the committee to do its job.

Ending A Project

After the committee presents its recommendations to the superintendent and board of education, it is important for the board to communicate directly with the committee about what action it will take on the recommendations. A good time to do this is at a final meeting when the committee is disbanded. If the committee is told orally about what the board will do with the recommendations, the information should also be given in writing to the committee.

STUDENT ADVISORY GROUPS

Example Number One: Superintendent's Student Advisory Committee

- Three students from each high school (total: 18) . . . one elected, one appointed by principal, plus the Student Council president.
- Meets once a month at the Administration Building for lunch with the Superintendent.
- Discusses such matters as parking lot problems, grade weighting courses, curricular offerings; high school desegregation plan possibilities, dance curfews and other items of districtwide nature.
- Members occasionally invite their principals and often invite their high school newspaper editor.
- Members report committee's discussions to their schools for possible feedback.

Contributed by:
Dr. Terry Orr, Information Specialist
Corpus Christi School District
Corpus Christi, Texas

Example Number Two

Phoenix Union High School District Board of Education members have established a Student Board of Education to advise on educational opportunity and development. Members are elected from student bodies.

Contributed by:
Dr. John W. Hubley, Administrative Assistant for Public Information
Phoenix Union High School
Phoenix, Arizona

ADVISORY COMMITTEES: BUSINESS TASK FORCE

STRATEGIES AND ACTIVITIES:

A committee of top executives (with decision-making positions) from the business community was formed in cooperation with area chambers and the school administration.

The committee:

- Met a minimum of once monthly.
- Advised and assisted school staff on matters of curriculum, staffing, new employment requirements, new equipment, training needs, etc.
- Assisted in locating and selecting training stations.
- Assisted in the development of employment opportunities.
- Recommended criteria for evaluation of students and programs.
- Assisted in publicizing the programs of the school.

RESULTS:

The program produced:

- Tremendous community exposure.
- A link between schools and community.
- Coordination between secondary and postsecondary programs in city.
- The school had an opportunity to explain the objectives of the program.
- The community provided support and advice from a businessman's point of view on training needs, innovations, new equipment, etc.

Contributed by:
Business and Management Center
Dallas Independent School District
Dallas, Texas

VOLUNTEERS

DISTRICTWIDE RECRUITMENT DRIVE

STRATEGIES AND ACTIVITIES:

A districtwide volunteer committee was made up of a faculty member and a volunteer recruiter from each school.

The goal of the committee was to identify jobs for volunteers and to recruit volunteers to fill those slots.

Volunteers were found among parents, former teachers, high school students, senior citizens and some businessmen.

The volunteers were then assigned to work in these places: reading programs, lunchrooms, libraries, health rooms, guidance offices, remedial gym programs, classrooms of all sorts and school offices.

RESULTS:

Volunteers recruited totaled 1,200 in 18 schools.

Volunteers:

- Saved money for the schools and gave students more individual attention.
- Freed teachers and staff from some of the necessary paperwork.
- Became a link between the school and the community.

Fewer discipline problems occurred because there was more adult supervision.

Contributed by:
Central Bucks School District
Doylestown, Pennsylvania

SENIOR CITIZENS GROUPS: "GRANDPARENT VOLUNTEERS"

STRATEGIES AND ACTIVITIES:

"Grandparent Volunteers"—a group of senior citizens was taken to the school once a week on a bus.

They helped make instructional materials.

They worked with small groups of students on things like sewing or woodworking.

They worked on a one-to-one basis with children who had learning problems.

RESULTS:

Children benefited from more individual attention.

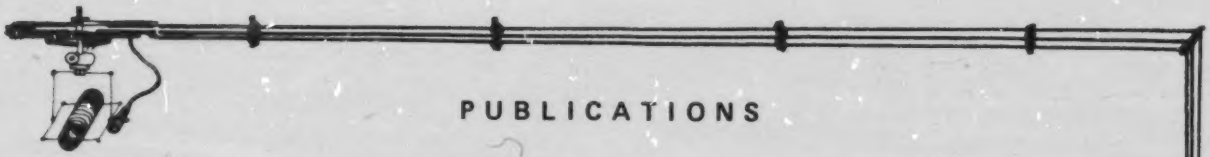
Many children needed the grandparent-type relationship.

Sometimes the senior citizens just sat and listened to, or read to, the children.

Senior citizens enjoyed their work as volunteers.

Contributed by:
Edward U. Taylor Elementary School
Montgomery County, Maryland

SECTION IX

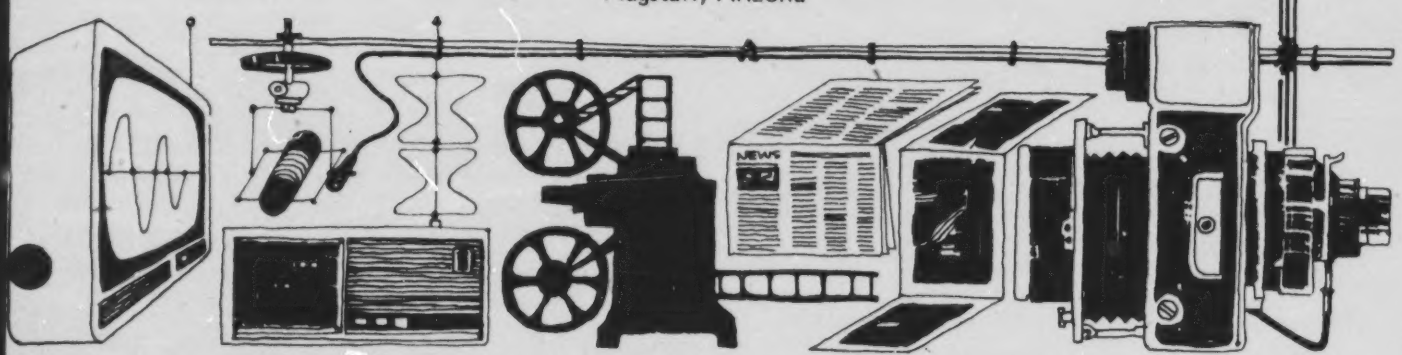


PUBLICATIONS

INTRODUCTION

The publications section contains information regarding internal and external publications, as well as how to do a good publication. Each unit contains an introductory statement. A listing of internal and external publications is provided as are samples of suggested publications.

Mr. Kent J. Ord
Communications Specialist
Flagstaff Public Schools
Flagstaff, Arizona



INTERNAL PUBLICATIONS

Producing top quality internal publications is frequently the one aspect of an effective communications program which is overlooked. Too often we put too little of our investment of time and production dollars into making our in-house publications something the staff or students will want to read.

As part of the communications program, plan to produce well-designed items which attract as well as inform the reader.

The first step is to determine the audience. Each piece of information should be directed toward the audience. Is a staff newsletter really written for all the staff from teachers to custodians—or is it slanted toward the certificated personnel. Some school districts have found that separate newsletters for the certificated and classified staff members were more effective than a combined one.

Remember that specialized, short and easy-to-read publications are needed to serve the specific informational needs of particular groups. Think about separate newsletters or informational bulletins for teachers, aides, clerical personnel, parent volunteers, librarians, counselors, bus drivers, etc.

Use the internal publications to supplement the news media. Items of interest to the staff can be covered although they may not be of sufficient news value to interest the mass media. Whenever possible circulate information to the internal audience before they learn about it from media sources or the grapevine.

Decide what format to use for each type of publication. Stick to the format from issue to issue in order to provide continuity and give the publication its own identity. Consider using a graphic designer to help develop attractive publications. Good layout and typography can transform a mediocre newsletter into an outstanding publication.

Mr. Tom Thompson
Communications Consultant
Tucson Elementary School District No. 1
Tucson, Arizona

SUGGESTED INTERNAL PUBLICATIONS

1. **Staff newsletter**–Be sure content is aimed at all of the staff members to which it is distributed.

2. **Handbooks**

   a. **Student**–To be produced at the local school with input from students.

   b. **Teacher**–Individual schools may produce its own teacher handbook or use a districtwide publication.

   c. **Classified**–Each school system should publish a handbook for all classified employees. Emphasis should be on district policies, procedures, benefits, etc.

   d. **Certificated**–This handbook may be produced by the district, teachers association or as a joint venture. Its contents are usually regarded as the official position of the district.

   e. **Policy**–Usually a district should produce two handbooks dealing with operational procedures. The first contains official board policies. The second deals with administrative regulations which are normally based upon board policy.

   f. **Subject/Teacher**–Many schools publish a schedule of classes which show students the teacher assigned to specific courses and when they are offered.

   g. **Communications**–Informational procedures, publications guidelines, media-relations tips, and other communications items should be included in this handbook.

   h. **Athletics**–Procedures, eligibility requirements, schedules, and other information may be included in this handbook for students.

3. **Board reports**–Distributed the morning following school board meetings to all classified and certificated personnel, citizens and student advisory committees, etc.

4. **Staff bulletins**–A weekly bulletin containing announcements for classified and certificated personnel. Does not contain in-depth stories such as may be included in a staff newsletter.

5. **Program brochures**–Specific programs or departments may publish a brochure outlining its objectives and services offered. These may be distributed to students, parents or staff members interested in the program.

6. **Course guideline**–Usually prepared at the district level, these guidelines outline pertinent information for teachers and administrators concerning instruction of a particular subject area.

7. **Departmental publications**–A department may wish to publish its own newsletter or brochure. An example would be a department newsletter for teachers of reading.

8. **Professional organizations' publications**–The teachers, administrators or classified employees associations may produce newsletters and other informational items for its members. Often the districts permit the use of the interschool mail service for distribution of these publications.

EXTERNAL PUBLICATIONS

School districts increasingly have come to realize that external publications are an important part of their overall communications effort. They have learned from business and industry that planned, informative, and attractive publications can be significant tools for conveying information to various audiences.

External publications serve the district well because they communicate detailed ideas to large numbers of people at a minimum cost with relative ease of production. Some publications achieve such excellence that they consistently win national awards. At the other extreme are those publications which are ineffective, unattractive, and basically wasteful of time and money.

An essential step in planning an external publication is to decide exactly what its objective or objectives should be. Simply to put out a parent newsletter or annual report because "all the other districts are doing it" is not enough. This reflects a lack of direction.

An effective publication makes something happen. That "something" is achieved by the actions and behavior of people. Some actions can take place immediately, such as community support of a controversial school program. Changes in behavior take longer to achieve. Most difficult among objectives, of course, is to change attitudes and modify the thinking patterns of people. This requires time, along with many impacts of the printed word upon the reader. One editorial in a community newsletter on vandalism will not be enough to change the way parents feel about supervising their children.

The publication will have a clear focus when it is geared to achieve the kinds of actions or behaviors desired from the readers. It is, therefore, most important that the school district define its audience or audiences. There is a parent audience, taxpayer audience, retired persons audience, a nonschooled audience, a Ph.D. audience, a community leader audience, et al.

At which audience or audiences is the publication aimed? One message, or one set of facts, cannot appeal to all audiences. The first task, then, is either to limit the audience or to make sure the publication contains something of interest to a number of audiences.

Try, then, to determine, in planning the publication, the following: What does the audience already know about the school district, its achievements and problems? What prejudices do they hold? What do they expect? How interested or disinterested are they? Are they supportive or are they hostile? Does the audience want a change or the status quo? What do they want to know? What is relevant to them?

Other questions to consider: Can the primary message be tailored for most of the audiences in one publication or are several different publications or media required? The point is to avoid trying to cram too many different concerns for too many different people into one publication.

Finally, avoid jargon and gobbledygook. Educators frequently use terminology that only they understand. Gauge the reading level of the audience and write at that level. For ease of reading, sentence length should seldom be more than 17 to 20 words, and the two-syllable word is clearly preferred to the five-syllable word. One mark of an educated person is the ability to communicate at a level that a specific audience will understand.

Mr. Joe Stocker
Director of Public Relations and Publications
Arizona Education Association
Phoenix, Arizona

SUGGESTED EXTERNAL PUBLICATIONS

1. **General brochures about the district**–To provide citizens with basic information about the school system–size, pupil population, names of schools, programs, etc.

2. **District newsletters**–Issued regularly to parents and community leaders to keep them posted on educational developments in the district.

3. **Recruiting brochures**–To interest qualified people in applying for jobs.

4. **Parent handbooks**–To give parents information about schedules, services, etc.

5. **Program and special purpose brochures**–To describe some special area, such as reading.

6. **Master calendars for parents**–The year's major events affecting schools: Open House Week, Homecoming, Parent/Teacher Conferences, school-closing holidays, etc.

7. **Annual reports**–Printed summaries of district financial income and outgo, major achievements, etc.

8. **Special reports**–Anniversaries of school districts, etc.

9. **Budget/fiscal**–Detailed printing of the budget for taxpayer information.

10. **Statistics**–To provide the community with a brief statistical recap of the district and its schools or in connection with some specific situation–a budget problem, for instance.

11. **Brochures to give out at school board meetings**–Frequently deal with new and/or interesting school programs; i.e., a brochure on special education; one on music and art, etc.

12. **Brochures about individual schools**–To introduce new schools to the community.

13. **Parental guidance brochures**–How to help your child learn, etc.

14. **Citizens' advisory committee handbooks**–To tell such committees what they need to know in order to function.

15. **Meeting notices**–Announcing regular or special meetings of school board, citizens' advisory committee, special bond issue committee, etc.

16. **Campus newsletter**–Periodical report to parents of students at a particular school.

"HOW TO"

The "How to" unit of *SCRIPT* represents the final steps in the Community Relations Process. Many times, unfortunately, a well-conceived and thoroughly planned project will end up as an ineffective and ignored publication.

Our unit offers a look at publications, both internal and external, including some of the best examples from around the country. Note that the publications all feature extensive use of white space; attention to all Elements of Graphic Art to get the message across; and use the design components to make the publication readable.

All sample publications were produced on "next to nothing" budgets. Elimination of flashy, overcrowded brochures, newsletters, etc, and telling the straight story through an honest (even modest) approach are the foundation of a valid community relations program.

We've provided some tips, so here's "how to."

Mr. Kent J. Ord
Communications Specialist
Flagstaff Public Schools
Flagstaff, Arizona

SOME WORDS ABOUT WRITING

WRITE–ABILITY MAKES FOR READABILITY

That effervescent and dedicated teacher of readability, Edgar Dale, gives us this lesson in "write-ability" . . .

- **Define your audience and purpose.** If you are writing a pamphlet on mental health to be read by nearly all adults, you must ask two questions: What do they want to know? What do they need to know? You must get into the reader's shoes, and think and feel as he does, be as ignorant or as bright as he is.

- **Avoid a lengthy introduction.** Catch your reader's attention quickly. Use a short introduction, if any, to make quite clear what is coming, the questions that will be answered. This, too, will help you sharpen the logic of the material.

- **Tell a logical story.** Study your key points and note the basic arguments and ideas being presented.

- **Make your key points visible.** A reader should be able to skim your article, see quickly what it says, decide whether he wants to read it. Therefore, visual guides can make the article clearer and more inviting. Sometimes you can help the reader by subheads, italics, boldface, or by numbering the points made. You can spread your material out typographically, make it less dense in appearance by more paragraphing. Aerate your material, let it breathe, let the white paper show up more.

- **Invite reader involvement.** All reading material explicitly or implicitly answers the questions of the reader.

- **Use pointed examples** You can simplify and clarify an article by inserting examples. Many highly condensed articles need illustrations.

- **Simplify the vocabulary.**

- **Watch your sentence structure.** Sentences may become too long and too involved by much qualification. This may be necessary when writing for fellow specialists, but not for laymen. Remove unnecessary qualification and make necessary qualification more visible. It is the complexity of the sentence and not its length that is the chief cause of its hardness. Shortening, therefore, may not help but hinder.

- **Use visual material.** Simple drawings, graphs, and maps may sharpen your presentation. Do not, however, use visual materials just for the sake of using them.

- **Repeat and summarize thoughtfully.** As you approach the end of your article you should be answering the reader's questions: So what? Why this extended discussion?

Contributed by:
Mr. Jack R. Gillespie, Executive Director
Education Press Association of America
Glassboro, New Jersey

FINDING THE "FOG INDEX" IN YOUR PUBLICATIONS

Are your publications easy to read? Are they geared to the reading level of your readers? If they are not, chances are your publications are not being read. It is well to remember that half of your readers are reading below the ninth-grade level.

The Gunning Fog Index is a simple way to make sure you are not writing above the reading level of your audience. It measures the **approximate grade level** at which a person must be able to read to grasp the material. Here's how you use it.

1. Take a 100 word sample of written material.
2. Count the average number of words in each sentence.
3. Count the number of words in the sample with three or more syllables.
4. Add the figures derived in number two and number three above.
5. Multiply the sum by 0.4.
6. The product is the approximate reading grade level.

For example–A 100 word passage contains an average of 20 words per sentence, and 10 words of three syllables or more. The sum of these two factors is 30. Multiplying 30 by 0.4 gives a Fog Index of 12. Your writing requires 12th grade reading skills.

Remember the average American reads at the ninth-grade level. Most readers feel comfortable reading at one or two levels below their maximum. Gunning points out that the *Reader's Digest* fog index is 10, *Ladies Home Journal* is 9, *True Confessions* 7, and the Comics 6.

WHAT IS THE FOG INDEX FOR *YOUR* PUBLICATIONS???

Contributed by:
Dr. John Hubley, Administrative Assistant
Phoenix Union High School System
Phoenix, Arizona

GOBBLEDYGOOK

Gaps have been around for years. In the early sixties the country worried about the missile gap. Concern later centered around the arms gap. Then came the credibility gap, and lately it's been the generation gap.

At least educators have been consistent. They've stuck to the communication gap–through curd and paucity. And that's a pretty fair example of one angle of the gap: gobbledygook–using a diamond-studded word when a gold-filled one would do.

Opening warfare on gobbledygook, we offer a preventive English lesson with examples and translations of the worst gobbledygook plus an Educational Jargon Dictionary written by Dave Sifton, managing editor of *Inside Education*, published by the New York State Education Department.

THE FIRST NEW HIGHLY ABRIDGED DICTIONARY OF EDUCATIONAL JARGON

Noneducators have often complained that educational speeches and books put one to sleep. They have described the educators' way of talking with terms like "pompous," "soporific" and "elliptical." This is felt to be a rather harsh and unfeeling position to take.

It is true that educators' modes of expression are characterized by euphemisms, double-negatives, redundancy, amorphous generalities, unnecessary qualification, use of complex phrases to express simple ideas, and endless repetition of catchwords, such as "innovative." Nevertheless, one may rest assured that such words are very often supposed to mean something.

To help determine what is trying to be said, we have translated a few of the more mystifying usages into English. They are intended as a sort of Rosetta stone—something to give the drift of how we think.

Before going any further, however, there is one crucial rule to remember. **Never** use an unqualified noun. A plain, unadorned noun shows a definite lack of perception, a failure to comprehend the complexities that lurk within the simplest of ideas. If one can't think of a good qualification, one can always use the word "effective," as in "the need for an effective and nutritious school lunch program." The soreheads among us may carp at this, saying that nobody wants an ineffective and unnutritious lunch program; but pay them no heed. The secret of good educational writing lies in the ability to say the obvious in the most obscure way possible.

To act out physically—To assault. Taken literally these three words, in succession, mean nothing. (Can one "act out" mentally? If one can "act out," can one "act in?" Act **what**?) It is this fact, however, that makes the phrase so useful. It assures a professional educator that only another professional can understand what he's talking about.

Creative new program—An educational method which is somewhat different from another educational method.

Designated—Named.

To develop and implement educational policies—To decide on a policy and carry it out. This phrase is a favorite among educators because it is ponderous and overworked.

Diagnostic in-take, work-up, documenting and evaluation of the variables that are operative—Finding the cause.

Direct and indirect guidance—Guidance. This phrase incorporates a masterful qualification. If guidance is not direct, then it must be indirect. Thus there are only two possible qualifications. If one is speaking about **both** kinds of guidance, there is no need to qualify. But this phrase saves the day by naming both anyway.

Disadvantaged–Poor.

Dissemination–Spreading the word.

Group interaction–Socializing. This is a nice general phrase that is equally applicable to a tea party, a feel-in at Esalen Institute, or an outright orgy. It is very stimulating, because the reader has to guess what it means.

Human relations–This phrase is even more stimulating than "group interaction," because even the writer has to guess what it means. If you are reading an educational pamphlet or newsletter and run across "human relations," you can be sure you are dealing with a professional.

Nondisadvantaged–Well off. Another educational triumph, this word is a self-contained double-negative.

To more effectively meet the educational needs of the children–To teach better.

Unique–This is one of our favorite words. Used rigorously, it means that something is absolutely singular, that there is nothing like it **anywhere**. The chances of this ever happening in education are remote; but we confuse the issue by using this word at every opportunity.

Utilize–Use. These words mean exactly the same thing, but "utilize" is harder to read, and therefore preferred. A delightful variation is to employ "utilization" for the noun "use." This **tour-de-force** makes five syllables do the work of one.

PRIZE-WINNING GOBBLEDYGOOK

Although there are certain genetic differences in intellectual capacity, there is strong evidence that environmental factors and intelligence stimulation can influence to a marked degree measured intelligence in performance in school.

It's their home life that trips 'em up.

Cross fertilization is the sequent of heterogeneous grouping.

We hope not.

The differentiate function, hence, the paramount goal, of the . . . school is to intervene protectively in the process of education . . . mediate between the human condition at the onset of adolescence and the pressures of culture . . . continue . . . with a curriculum applied in a psychosocial environment . . . .

No wonder the kids drop out!

Contributed by:
Ms. Kay Bullock, Publications Coordinator
State Department of Public Instruction
Raleigh, North Carolina

DESIGNING YOUR PUBLICATION

TEN ELEMENTS TO PRODUCING EFFECTIVE PUBLICATIONS*

1. **Define your purpose**—what do you hope to accomplish?
   - put down in general terms the purpose of your publication
   - set down the responses you want in your readers

2. **Identify your audience**—to whom will it be directed?
   - either limit the audience you are aiming for
   - or include something of interest for everyone (don't cram)

3. **Determine your printing format**—how will it be presented?
   - tabloid? four-page newsletter? one color or two? self-mailer?

4. **Write and edit**—will it be readable?
   - make it simple, concrete and short
   - write about people doing something

5. **Develop the art**
   - art must be good and serve a purpose
   - give art and photos the space they need

6. **Plan the layout and design**
   - copy, art, heads, captions, format and color
   - keep the 30 second, 3 minute, 30 minute readers in mind

7. **Print the publication**
   - place your relationship with the printer on a contract basis
   - state bid specifications clearly and attend to detail

8. **Distribute to your audience**
   - plan your distribution with the same care as its publication
   - remember distribution needs not to be limited to mailings

9. **Get some feedback**
   - find out if publications are achieving their goals
   - periodic opinion sampling of readers, etc.

10. **Evaluate and Restructure**
    - write down areas which need improving
    - file recommendations for your next printing

*Taken from the National School Public Relations Association publication *Putting Words and Pictures About School Into Print*, 1971

Contributed by:
Dr. John Hubley, Administrative Assistant
Phoenix Union High School System
Phoenix, Arizona

SIZE AND SHAPE

Is the size of the printed piece appropriate for the job it was designed to do?

- If intended to be kept for reference, it should fit standard file folders. This would call for approximately 11" as the larger dimension.
- If it is to be carried, will it fit a man's pocket (or a lady's purse) conveniently?
- If it's a post card, does it fall within accepted limits? (4 1/4"x3" is the minimum size mailable.)
- Unusual sizes and shapes, odd folds, diecuts, and other novelties normally involve extra costs. You really can't judge whether the additional investment was worth-while without having access to records of actual results. However, you can guess pretty well if the novelty contributes to the quality of the piece.
  NOTE: Envelopes, cards, and self-mailers in the first-class postage-paid category are nonmailable if less than 3" in height or 4 1/4" in length, and if they are any shape other than rectangular.
- From a cost standpoint, size is obviously important. Stock paper sizes and press sheet sizes should always be considered to avoid waste.
- In judging the number of pages in a booklet or catalog, knowledge of the objective again is required. "Enough pages to do the job effectively" is the usual yardstick.

PAPER

In judging quality from the standpoint of general appearance, you can ask these several questions about the paper. (First, you should know some facts such as objectives, budget, the process of printing used, method of distribution, etc.)

IS THE PAPER THE RIGHT KIND FOR THE JOB?

Enamels, texts, regular offsets, parchments, cast-coated sheets, bonds—there's a kind of paper for every kind of printing.

IS IT THE RIGHT GRADE?

In a given type or kind of paper there are often several grades of quality, priced accordingly. If the sample being judged is a long-run price list, it doesn't need a top grade sheet. But if it's a prestige piece involving critical quality of reproduction, then the paper should be a top of the line grade.

IS IT THE RIGHT WEIGHT?

If mailing costs are a big factor, lightweight paper stock is in order. If bulk is needed to prevent a feeling of flimsiness or cheapness, then heavier stock should be used.

IS IT THE RIGHT FINISH?

Often an embossed finish will enhance the reproduction and the "feel" of the printed piece, taking it out of the ordinary.

Other factors professionals look for in judging the quality of paper include opacity, receptivity to ink, foldability, uniformity of color, and many others.

- In general, the key to quality in this area is, again, suitability to the purpose and objectives of the printed piece.

REPRODUCTION

- Look for **uniformity**. Is the ink color identical on different forms (different pages and sides of pages)? Sometimes a page of type will be deep black on one form, gray on the other.

- Check the **ink coverage**. Highlights and reverses should be clean and clear. Solid ink areas should have a smooth, even lay of ink.

- How about **register**? Every use of two or more touching colors should show a perfect "fit." In four-color process halftones, if the fit isn't perfect, a slight edge of one or more colors will show.

- **Duotones** should have good depth, with no moire' pattern.

- There should be an overall feeling of clean pages with no roller streaks, offsetting, "hickies," dirt spots, mottling, or show-through.

FINISHING

Here are some yardsticks to apply to the binding and finishing operations of printed samples you're judging.

- If a booklet is saddle-stitched (staples from the backbone to the center spread) it should lie perfectly flat when opened at any page. Unless it is stapled on dead center, it won't open and lie evenly.

- Folds both with and across the grain of the paper should be exact, with no extended edges (unless so planned). Heavy stock should be scored for smooth folds.

- Laminated covers should have no wrinkles, no loose edges, no air pockets.

- Designers today frequently plan material to meet across the gutter of a spread—even when the facing pages of a booklet are run on different forms. If the keylines are perfectly positioned, the bindery equipment can handle the line-up across the gutter—but it must be watched carefully. The slightest movement of the folios one way or another can destroy the unbroken effect created by the designer.

- Look carefully at front and back covers. Fine quality finishing operations never leave "jaw marks" or other impressions of bindery equipment.

SOME COMMON TERMS USED IN TYPOGRAPHY

ALTERATIONS Changes made by the customer, through no fault of the printer, after type has been set. Alterations are a legitimate additional charge by the printer.

ASCENDERS The lines of lower case type which extend above the body such as the b, d, f, h, etc.

BULLETS Series of dots.

COMPOSITION General term for typeset material.

DESCENDERS The lines of lower case type which extend below the body, such as g, j, p, q, and y.

FOLIO Page number. Right hand pages always have odd numbers.

FONT An assortment of type of all one size and style.

FURNITURE Pieces of wood or metal used to fill up space in locking up type and engravings for a letterpress form.

GALLEY (PROOF) Proof of type as it comes off the typesetting machine–not made into page form, but set in long, single column form, usually without leading.

INITIAL LETTER Large letter of first word of an article or story.

JUSTIFY To adjust spacing in a line, between words, so that all lines are equally long. This is done automatically on Linotype and Monotype machines.

KEYLINE The paste-up of type in position for the lithographic plate camera.

LEADERS Dots or dashes.

LEADING Lead strips of metal used to create space between lines of type. Two-point leading is 2/27's of an inch.

LETTERSPACE The space between letters–usually in display type, headlines, etc. Designated in points (12 points to a pica, 72 points to an inch.)

LINE-UP (Also called lockup). Alignment of type, engravings, and "furniture" in the chase for letterpress printing. In lithography, reproduction proofs of type are lined up on the "keyline pasteup."

LOCKUP See Line-up.

LOGOTYPE Name of company or product; often the trademark.

MEASURE Width of a line of type, almost always indicated in picas.

MODERN Term used to describe type faces which began in the 18th century (such as Bodoni) with flat serifs. Earlier faces, called Old Style or Transitional, had thicker "thin" lines than Modern, thinner stems, and rounded serifs.

OLD STYLE Term used to describe 16th and 17th century types such as Garamond, Caslon, and Granjon. They have slanting or curved, instead of flat, serifs.

PHOTO COMPOSITION Instead of metal type, or proofs of type to be photographed, this type is assembled by keyboard action onto clear film or photographic paper for reproduction.

PICA Unit of measurement about 1/6th of an inch, used to designate the width (measure) of a line of type and for other measurements. A line 18 picas wide is a trifle more than 3".

POINT Unit of measurement to designate the height of the slug on which the type letter is cast. One point is 1/72 of an inch, or 1/12 of a pica. 36 point type is cast on a slug approximately 1/2" high.

ROMAN A standard or upright type, as contrasted to *italic* or slanted type.

RUN-AROUND Type that must be fit around an illustration instead of running regular column measure.

SANS SERIF A typeface without serifs.

SERIF The fine-fine cross-strokes at the top and bottom of letters of type.

SMALL CAPS Regular capital letters in the typeface show WASHINGTON much larger than small caps in the same size typeface: WASHINGTON. Not all typefaces have small caps.

STANDING TYPE Type which has been set, being held for reuse.

STET Term meaning "let it stand," used to cancel a change or correction previously indicated on a proof.

WINDOW Very short line (often only one word) at the end of a paragraph of type. Many writers will either shorten or lengthen the last sentence to eliminate the widow.

WRONG FONT A letter appearing in a word of type which does not belong to the same size or family of type.

Contributed by:
Mead Paper
Dayton, Ohio

HOW TO SAVE ON PRINTING BILLS

The 1969 advice reproduced below still has much validity. It suggests that it isn't really difficult to save money on printing. A confidential talk with any printer will show you, in quick order, that there are only a few reasons why printing bills are higher than most customers feel are necessary. They can be assigned, in general, to one of the following categories:

The job is over-graded. A higher quality process is selected than is warranted by the task assigned. An obvious example of this would be if you specify a rag ledger paper for an internal memo.

The job is over-rushed. When you wait until there is not enough time to do the job on regular time. If you want to find out how this boosts costs, wait until December 15 to approve the design of your Christmas card and insist that you have it no later than the 20th.

The job is over-hectic. This is another way of saying that it is underplanned. If you omit to think your job through, you will incur the extra costs of wasted effort, wasted work. For example, waiting until the galley proofs to make copy revisions that should have been done in manuscript will run up your total printing bill unnecessarily.

These errors, in thinking, in habits, in approach, can be corrected. It requires a number of steps, each small in itself, but each contributing to a more efficient purchasing of printing.

1. Consult early with all suppliers. Sometimes a minor alteration, such as trimming the size of a brochure a fraction of an inch or so, can result in substantial savings.

2. Be sure you know what you want before actual production has started. This can save many costly delays.

3. Set a schedule, with deadlines for all concerned, but make sure that the deadlines are realistic and acceptable to everybody.

4. Set up a regular planning session with the printer you use most frequently. Spend an hour or two each month going over the work just ahead. He can help you plan bleed pages to your best advantage, and lay out your color forms so that you get the greatest effort for the least expense.

Contributed by:
Mr. Jack R. Gillespie, Executive Director
Education Press Association of America
Glassboro, New Jersey

THE EXECUTIVE INTERN PROGRAM

District 66 (AP) . . . This year, some juniors and seniors at Westside High School will participate in an exciting program designed to provide unique on-the-job experience. Through the Executive Intern Program, these students will spend one semester working closely with executives from business and finance, government services, the media and other fields. The Executive Intern Program offers a unique opportunity for students to increase their capabilities, sharpen their insights and develop career goals.

We're a school district on the move — in pursuit of excellence in teaching. A well-rounded curriculum has been developed to give emphasis to basic skills, but a variety of specialized courses is constantly being developed to fill the needs of all students — from the special classes for the slow learner to enrichment courses for the gifted child.

We hope you'll take a few minutes to look over the opportunities available to teachers in Tucson and then consider becoming a part of what we consider is a school system second to none.

We're always looking for a few good teachers. We believe creativity and sensitivity are qualities we recognize, encourage and reward.

Our teachers are constantly looking for new ways to make school the best part of a student's day.

Creative teachers need the right atmosphere, and we believe the Tucson Public Schools provide it. A complete support staff is available to help teachers provide the best possible education for Tucson youngsters.

Tucson School District 1, the largest school system in Arizona, covers over 224 square miles . . .

• glendale union high school district

Mr. Gary Marx
Jefferson County Public Schools

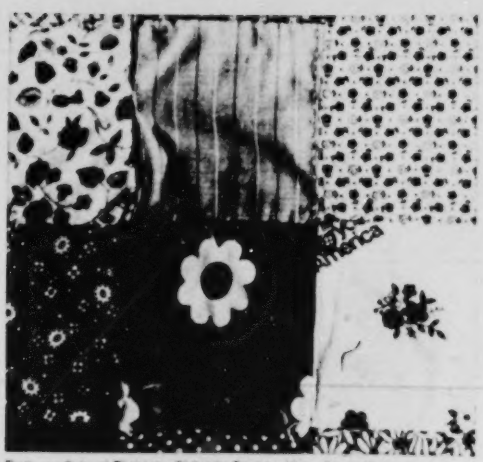
Mr. Tom Thompson
Tucson Public Schools

Ms. Maggie Beebe
Glendale Union High School District

Ms. Geraldine Gritts
Parkway School District

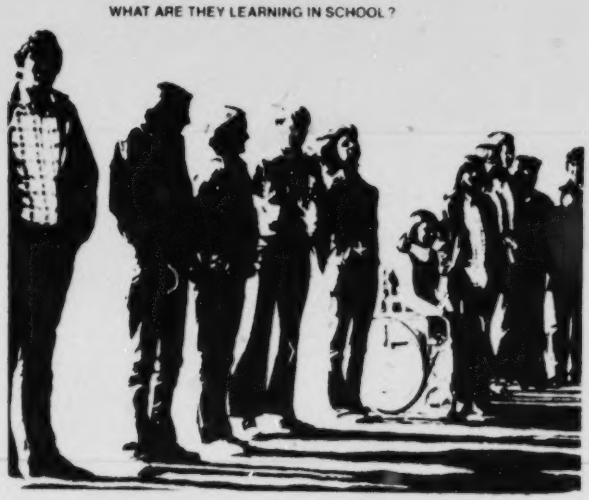
Ms. Maggie Beebe
Glendale Union High School District

From the patchwork of the past, a better future



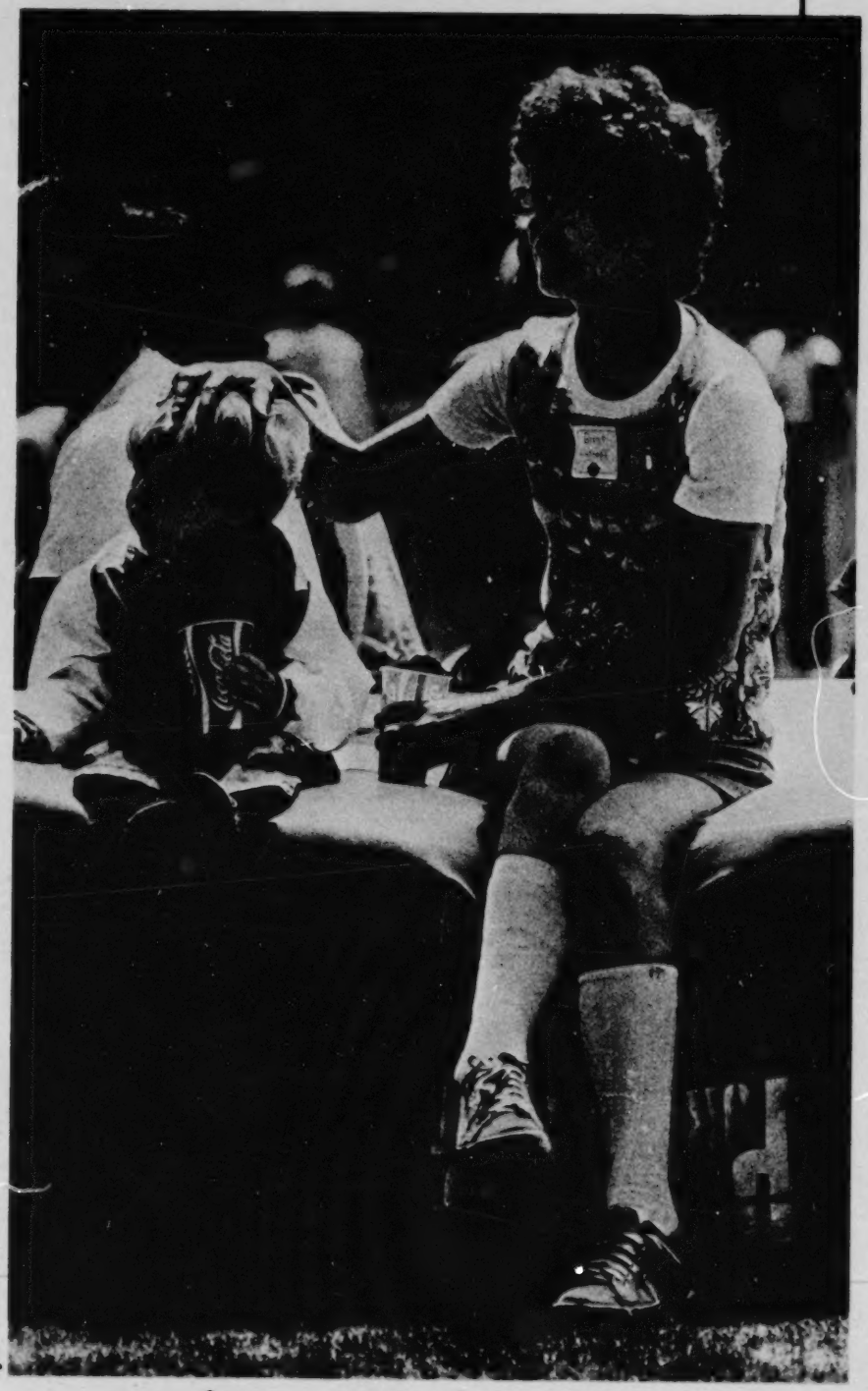
Parkway School District St Louis County Mo. Annual Report

WHAT ARE THEY LEARNING IN SCHOOL?



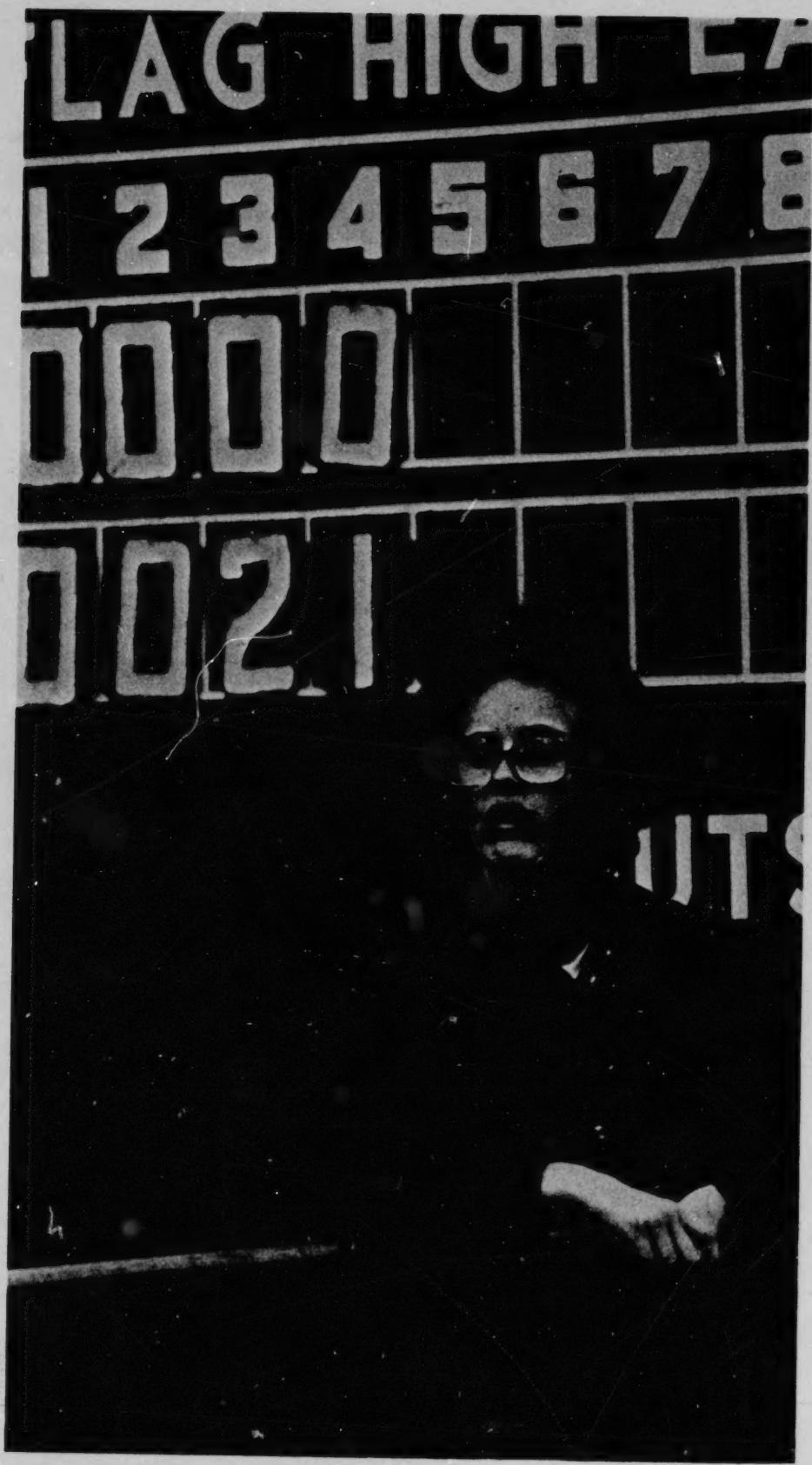
Ōlta´ Baa Hane´

"STORY ABOUT SCHOOL" – FLAGSTAFF PUBLIC SCHOOLS – SUMMER 1977



BRENT'S SPECIAL EDUCATION

What Happened to the School Board?



Affection for children is apparent as Brent Ladhoff tends to 2-year-old Steve Lauman during the Special Olympics (cover). Steve is the son of public school teachers Jayne and Pat Lauman. Brent, the Flag High baseball team's adopted scoreboard keeper and all-around friend, watches intently as the "Eagles" pound out another victory (right).

As the countdown for tug-of-war continued on a summer recreation fun day, five participants were yet to be chosen (left). Four were the smallest children on the playground. Brent, a prime candidate because of size, was never picked because she is "different."

School for Someone Special

"I have no complaints. I love school and I love everything I am doing."

BRENT LADHOFF, an 18-year-old who has only completed her first year in high school, spoke those words with pride, as if there is no other way to think of life.

Brent is a victim of cerebral palsy, which affects most of her physical and mental efforts.

Learning, for instance, is very difficult. Recent tests indicate her learning level is around grade four.

Other areas also show very slow progress. Yet the strength of her parents Jerry and Sue Ladhoff, the understanding of friends and the acceptance of Brent's special problems by Flagstaff Public Schools have helped her to have a bright, even optimistic outlook on life.

When Brent was born New Year's Eve, 1958, everything seemed normal, but the Ladhoffs started noticing problems when she was about 10 weeks old. Doctors finally verified that Brent was a cerebral palsy victim. Something went wrong during pregnancy or birth.

Years passed and Brent slowly learned how to cope with many of her disabilities, although doctors were saying her learning level would never be higher than grade five.

Then the Ladhoffs moved to Flagstaff from Southern California in 1972. Jerry was near retirement with the Los Angeles Police Department as Captain of the Foothill Division. When an opportunity to teach at Northern Arizona University came along, the family jumped at the chance.

Jerry could fish and hunt. Trina, the oldest daughter, could finish school in clear-air Flagstaff and Sue could enjoy the scenic wonders of northern Arizona.

LITTLE DID the Ladhoffs realize the big "extra" the move would mean in terms of Brent's "education."

Things started off right for Brent. She attended Flagstaff Junior High School under the supervision of Principal Bill Williams, a man with a real concern for special education students.

Additionally, Bill seemed to find extra concern for Brent. "Bill was super with Brent," says Sue Ladhoff. "I know he made special efforts to help her and even took time at noon to eat lunch with her."

It was Williams' recommendation that Brent be held back two years at FJHS.

"The important part of that decision was convincing Brent holding back was the thing to do. She saw her classmates moving on into high school and she wanted to go with them.

"But Bill had a special talk with her and explained that many students are held back each year and she was not the only student in that circumstance.

"Bill said it, and that was good enough for Brent," Sue said.

Brent is now attending Flagstaff High School where Bill Williams has been named the new principal, a choice that delights the Ladhoffs.

In her first year of high school, Brent has undergone a dramatic maturing process socially.

"She is becoming more independent. She has matured a lot socially, and much of that growth is because of her daily exposure to other students at the high school," her mother said.

"I personally feel that living in a small town with a smaller school system has been beneficial for Brent. In California, she would be classified CP (cerebral palsy) and placed in a special school for handicapped children.

"It has been very good for her not to be isolated," Sue said.

And Brent certainly is not isolated.

She attends regular classes, like physical education and chorus, to accompany her special education classes. She has been somewhat adopted by the Flagstaff High School baseball team and is in charge of the scoreboard during games (with a little help from her friends).

story written and photographed by Peter Schwepker

Brent is trying to get into a close-knit group (right). Flagstaff High baseball player and Brent's "good buddy" Kenny Carter takes time out of pregame warm-ups for a little extra attention (far right). A Sarah Williams glare greets Brent as she strays off tune during chorus practice (below). Says Brent, "I'm not a very good singer, but I love to sing anyway."

She has almost become an additional member of the FHS cheerleading squad.

In fact, sports is a big part of Brent's life—in and out of school. She is, first of all, a Flagstaff Eagle fan and admits that one of her most depressing days was caused by her team losing to cross town rival Coconino in football last fall.

But she also follows the college and pro ranks as closely as she can, rooting for UCLA, Cincinnati, the Dodgers and the Angels.

Mixed chorus is another area of school that Brent enjoys. "I'm not a very good singer, bu I sure love to sing anyway," says Brent. When she is off key, classmates will sometimes give her a threatening look. "That doesn't bother me .... I love this class."

With summer in full swing, Brent is also getting excited about a new summer school program designed especially for special education students. The class, taught by Marilyn Maier is sponsored by the Flagstaff Public Schools. "It is encouraging to see something special being done for special education students on the high school level," Sue said.

ALL IS NOT A BED of roses for Brent, whether she fully understands it or not. Subtle rejections occur often just because she, perhaps, looks and acts a little "different."

Brent, despite her optimistic outlook is not always in the best of moods and tends to be stubborn and temperamental, her mother says.

Still, moods and temper are not an odd trait for a modern teenager. There are times when Brent has been cruelly used as a joke, or perhaps just rejected altogether.

Even with smaller children—the age group Brent loves most—forms of rejection take place.

Tug-of-war, as an example, is usually a game where the biggest kid is chosen first. During a Summer Parks and Recreation tug-of-war selection however, Brent was never chosen by a team despite being the biggest and oldest youth on the playground. Her playmates were grade school age.

Brent denies there being any problem, however. "I'm sure she's more sensitive than any of us realize. But she does seem to be emotionally strong, having the ability to forgive and forget," says her mother.

Brent's ability to "forgive and forget" may be significant of her increasing social maturation, brought about, by in large, through her school contacts.

Are there any areas that Brent could be helped more in her education? The Ladhoffs think so, despite their overwhelming enthusiasm for Brent's education so far.

"If there could be earlier testing of the students on more of a vocational basis, it might be soon enough to guide the child into a useful vocation," said Sue. The Ladhoffs think a sheltered vocational workshop would help many special education students. "As of now, we are not able to come up with a part-time job for Brent in or out of school," Sue said.

The vocation question is a big problem for the Ladhoffs. What about Brent's future after she leaves school?

Brent says she loves children. Would some kind of work with children be in order? Recent vocational placement tests arranged by the family indicate that this might be possible. But where? Who will be willing to take on a person with special disabilities and help them vocationally?

These are problems the Ladhoffs must solve for Brent before she graduates.

Meanwhile, Brent has two more years of school, and she says she'll love every minute of it.

AGLE

School Boards Getting Less of the Apple

SCHOOL BOARD members are a dying breed or at least decreasing rapidly.

Their powers seem to be slipping away as each year passes.

Many of us don't know what they do, who they are—even the number of members who make up our local board.

School districts numbered about 100,000 in 1900, compared with 16,000 today. Board members once represented 200 people, but today average 3,000 constituents. The trend is clear. A board member is faced with the almost impossible task of representing thousands of people.

Federal and state governments, through legislation and control of funding, have severely limited local school board responsibility. Board members find themselves passing resolutions on a variety of subjects dictated by federal officials with the threat of funding withdrawal hanging over their shoulders.

"Name one thing the school board has done during the past ar," asks a 1975 Gallup Poll. Nearly two-thirds (63 per cent) of Americans can't answer. Eight per cent of parents said "nothing."

"How many members are on your local school board?" the poll questions. More than half can't answer.

The trend is alarming.

EDUCATION IN America was established on one basic premise—the people, through an elective process, shall govern their school system.

"But I'm too busy. Let's let the superintendent do that. That's what we pay him for. I'm really too involved in other things. Besides I just don't care."

Sound familiar?

In Flagstaff, we don't think things have to be that way.

The Board of Education believes strongly in local control of school systems. They welcome your ideas and comments and encourage everyone to become involved in the business of learning.

Committees have been established to explore specific areas in education and are listed on the right.

During 1977-78 parent advisory committees will be named at each elementary, junior and senior high school.

"But aren't citizens groups just a rubber stamp for the board?"

A recent committee recommended significant changes to Flagstaff High School—no small decision.

One committee helped get the district a $121,000 federal grant for bilingual education—no easy task.

School board members face what seems to be an awesome task against some tough odds. They need your help. They are listening to the community with open ears. They are interested in what you think. Tell them!

And in the near future, if Gallup pollsters knock on the door asking, "Who runs the schools?"

Tell them, "In Flagstaff, Arizona, I DO!!"

The school board is alive and well!

Board Members List Goals

FLAGSTAFF SCHOOL board members have established the following personal goals for the 1977-78 school year:

–*Kathy Perez,* board clerk, listed more emphasis on the basics in elementary grades; continued use of citizen advisory committees; improved graduation requirements; safety; and a facility maintenance program as objectives.

–*Paul Sorenson* said stressing basics; increasing career education programs; increasing cooperative efforts between the school district and city; reducing utilities costs; maintaining present budget levels; lowering dropout rates; stressing high moral conduct at activities; instituting the Kinsey report card system; and working toward a complete women's athletic program were his primary goals for the upcoming year.

–Increased safety for bicycle riders and pedestrians; review of district discipline policies and graduation requirements; the remodeling of Flagstaff High School; emphasis of academic and vocational counseling; and review of English programs are goals listed by *Dr. John Hildebrand.*

–*Joe Babbitt* called for completion of remodeling at Flagstaff High School and review of district discipline and attendance policies to make sure they are consistent with the education of students.

–Board President *Carol Breed* said long-range academic counseling for high school students; a system to ease adjustment for incoming junior high students; establishment of an alternative education program; continued cooperation with other agencies; and publishing a parent handbook were her aims.

Committees

PARENTS AID the Flagstaff Board of Education in seven areas including:

Title I Special Reading
Parents of children in the special reading program serve on a district committee of 32. Each of the six schools in the 12-year-old program has a separate volunteer parent advisory group.

The federally funded project improves language skills for prekindergarteners to ninth graders.

Title IV Indian Counseling
Counseling academic needs and school adjustment of Indian students are the purposes of Title IV. A committee of 25, including 15 parents, assesses the needs of the program and determines planning and evaluation.

Bilingual
Bilingual education uses a student's native language to teach English. The 20 participants on the bilingual committee advise and monitor the program and assist in evaluation. Representatives of local organizations and groups are solicited for the position.

Next year all vacancies will be filled by parents whose children are in the program.

Social Health
Curriculum of the social health program is supervised by a parent committee.

The 14 members serving three-year terms are nominated by local organizations and approved by the school board.

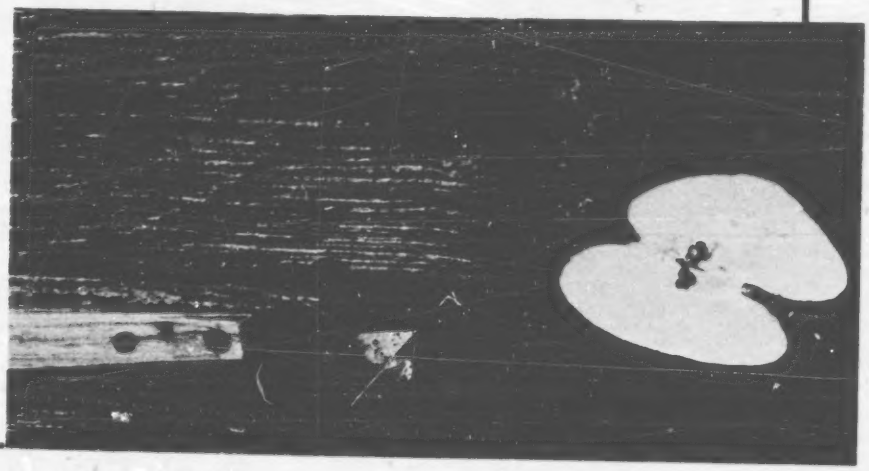
Flag High Remodeling
Forty-five parents and students participated on a committee of 70 to determine the remodeling needs of Flagstaff High School. Committee members volunteered and were selected to advise the Board of Education.

Alternative Education
Alternative education is designed to help students who have dropped out of school or are unable to function in existing programs. In May a committee of 25, including 10 parents whose children have dropped out of school, was asked to develop a plan for recommendations to the Board of Education.

Hopefully the plan will be ready late this summer for implementation in the fall.

Individual School Committees
Advisory groups will also be appointed during 1977-78 for each school in the district. Committees will aid the principal and staff in a variety of areas.

Parents are encouraged to participate in their children's education. Anyone interested in serving on a committee is asked to contact the District Office, 701 N. Kendrick St. at 774-8781.



A sense of touch serves as Syl Hendrics' eyes, South Beaver Reading Club students learned this spring. Hendrics is blind. Braille copies of TIME magazine, a wrist watch for the blind and a talking calculator, demonstrated by Hendrics, helped children understand the problems of being without sight. Students like Augusta Williams (left) and Andrea Davis found how lucky they are to be able to read. Teacher Sarah Wong said students become members of the club by reading a certain number of books each month. This year they heard many speakers including local author Platt Cline.

Ōlta' Baa Hane'

Ōlta' Baa Hane' translated from the Navajo language means "story about school." This publication is the official newsletter of the Flagstaff Public Schools.

Superintendent of Schools:
David A. Williams
Editor and Graphic Design:
Kent J. Ord
Photography: Peter Schwepker

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SECTION X

AUDIOVISUAL

INTRODUCTION

Audiovisual communications techniques should be an integral part of the School/Community Relations Program.

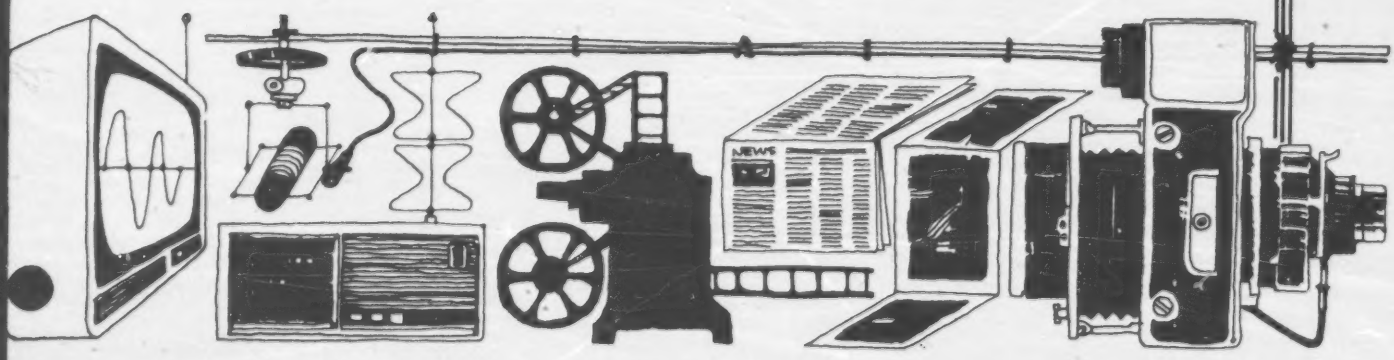
The School/Community Relations program can be enhanced with the support of the audiovisual or media coordinator's involvement in planning and producing materials and programs for dissemination.

The audiovisual section is not a complete "How to Do it" Guide but the ideas presented will offer field tested guidelines to effective utilization of audiovisual media.

Audiovisual ideas could encompass many more pages than appear here, so it is advisable to add to this section as you find new ideas.

This section of *SCRIPT* is not designed to give you the expertise of a media specialist but it will assist you by providing an idea bank and menu for audiovisual utilization.

Mr. Ralph Ferguson
Director of Technical Assistance
Arizona Department of Education
Phoenix, Arizona



A CHECK LIST FOR THE VISUALIZER

1. IS YOUR POINT WORTH MAKING?

   Is it essential to the understanding of your talk?
   Does it deserve the emphasis which a visual gives?
   What is your objective?

2. CAN IT BE ADEQUATELY VERBALIZED?

   If it can be verbalized, why visualize it?

3. DOES THE VERBAL COMMENTARY IMPART MEANING TO THE VISUAL?

   Does your visual supplement the verbal medium rather than replace it?

4. DOES YOUR VISUAL ACHIEVE UNITY?

   Is it free from incompatible and complicating ideas, symbols, art techniques, type faces?

5. IS IT SYMBOLIC OR PICTORIAL?

   Do you recognize the difference?
   Which treatment is best for the subject?

6. IS IT VISUALLY FLUENT?

   Is the art functional or ornate?
   Is it really one visual or several?
   Are complex subjects presented in comprehensible units (Drop-ons)?
   Was the art work designed for this medium or borrowed without modification from another type of presentation?

7. IS THE VISUAL HONEST?

   Does it plead special interest?
   Have the facts been distorted?

8. DOES IT UTILIZE ALL AVAILABLE TECHNIQUES WHICH WILL IMPROVE ITS EFFICIENCY?

   Is color used effectively? What does it contribute?
   Have you considered sequential disclosure or build-up?
   Have you achieved a dynamic presentation?

9. IS THE VISUAL INTENDED FOR THE BENEFIT OF THE AUDIENCE OR OF THE SPEAKER?

   Have you avoided "Program Notes" and "Speaker's Outlines"?
   Is your projectual a visualization or a "reading session"?

10. IS YOUR VISUAL COMPLETELY READABLE BY THE ENTIRE AUDIENCE?

    Will there be unobstructed view of the screen? Is the type large enough?
    (Minimum 3/16" letters for an 8" x 10" transparency)

11. HOW MUCH EFFORT DID YOU PUT INTO THE VISUAL?

    Is it as good as you can make it?
    Have you sought criticism from others?
    Have you tested the visual?

12. HAS IT ACHIEVED YOUR OBJECTIVES?

    Has your audience understood it?
    Has it changed attitudes and/or behavior?

Contributed by:
Mr. Ralph Ferguson, Director of Technical Assistance
Arizona Department of Education
Phoenix, Arizona

BASIC TIPS ON STILL PHOTOGRAPHY

1. Camera Types

35mm – These cameras are probably the best and most professional you will be dealing with. Single-lens-reflex 35mm cameras are the most desirable, because the viewfinder goes through the lens and allows the photographer to see exactly what the lens will see. This helps avoid chopping heads off or getting your picture off-center. 35mm cameras are mostly quite expensive (good ones range in price from $150 up to $400 or more) due in part to the high quality ground glass lens which produces very sharp, clear, and detailed pictures. Advantages of 35mm cameras include higher quality pictures, availability of different types of films for different conditions, interchangeable lenses, adjustable lenses, and close-up capability. Disadvantages include initial cost and a certain amount of technical expertise to properly operate.

Instamatics – These cameras, which utilize cartridge-type film and an assortment of other "idiot proof" features, are very well suited to the novice photographer when a 35mm camera is unavailable or undesirable. The cost of instamatics vary from about $25 up to over $100. Most come equipped with plastic lenses, which are adequate for most school purposes, although the sharpness of the picture does not match those taken with more expensive lenses. The advantages of instamatics is that they are inexpensive, very easy to operate, and reliable. The disadvantages are that the picture quality (sharpness) is not always too super (especially in 5x7 or 8x10 enlargements), there is no close-up capability, and there is much less flexibility with lighting conditions since the lenses are non-adjustable.

Polaroid – Polariod cameras (especially the inexpensive models) are generally not recommended for publicity work. However, when in the hands of a knowledgeable photographer, Polaroid photos can often do a satisfactory job. Due in large measure to the mass-produced plastic lenses, Polaroid pictures are usually less sharp than even the instamatics. It is sometimes difficult to focus sharply on the subject and the contrast often leaves much to be desired. There is no close-up capability (unless a special admpter is purchased), and it is inconvenient to make duplicates or enlargements. An experienced photographer can overcome some of these pitfalls to produce prints of an acceptable quality.

2. Composition

The key for any photographer to keep in mind is composition. Composition is by far the most important factor for good pictures. Here are some tips:

- Get in as close as possible to your subject.
- Avoid cluttered foregrounds or backgrounds.
- Don't have people's backs facing the camera.

- Unless it's a formal group shot, try not to have more than three or four people in your picture.

- If it's a posed picture, be creative. Use your imagination.

3. Tips for Newspaper Publicity

- Provide a 5x7 or 8x10 enlargement if possible.

- Do not turn in a color picture to a newspaper (unless special arrangements have been made).

- Always include a caption with every photo. Caption must contain the full names of identifiable subjects and titles (if appropriate).

- Don't use paper clips, staples or tape on pictures. You can use tape to affix a caption to the BACK of a picture or use rubber cement.

4. Glossary

- Single Lens Reflex (SLR) – Through-the-lens viewfinding.

- ASA – This refers to the "speed" of the film (capability of the film to absorb light). In black and white films, tha ASA ranges from a "slow" 125 for Verichrome Pan and Plus-X to a "fast" 400 for Tri-X. In color films the ASA ranges from a "slow" 25 for Kodachrome to a "fast" 160 for Hi-Speed Ektachrome. The "faster" the ASA, the less light required to take a picture.

- F-stop – This referes to aperture opening of the lens. With 35mm cameras, the f-stop is adjustable (to control the amount of light entering the camera), usually from f 1.7 (wide open aperture to f 16 or f 22 (very small opening).

- Shutter Speed – This refers to the length of time the shutter remains open. On adjustable cameras, the shutter speed usually varies from 1 second to 1/1000th of a second.

Contributed by:
Mr. Robert Golden, Manager
AmRic
Sun City, Arizona

HOW TO MAKE PRESS PRINTABLE PICTURES

Here are a few tips on picture taking for publicity chairmen representing schools, churches, clubs, safety groups, fund drives, PTA's, and other educational, community, social, and cultural groups.

Look at Pictures

The easiest way to find out what makes a good press photo is to get into the habit of taking searching looks at published photographs. Ask yourself, "Why did the editor put this picture on the front page? Why did the woman's editor highlight this affair rather than another? Why did the sports editor blow up an action shot in the Franklin High football game and not one of the Bently game?"

Then look at newspaper and magazine pictures and ask, "Why did the editor crop the photo the way he did?" or "Why does this picture grab the eye faster than another?"

Lastly, ask, "Does the picture tell the story?" And of special importance to you as you get ready to set up a picture or send in the photo is, "Does this picture tell our story and yet hold the interest of the editor and his readers?"

Photo Captions

Be sure that you include all of the information needed in your "cutlines" or captions. Give every name, first and last, in (left to right) order. Don't forget titles, such as "president" or "Chairman of the membership drive" if they are pertinent to the photograph. And include the 5 W's: Who, What, When, Where, Why, if applicable.

Read captions in weekly and daily papers and find out for yourself which are good or bad.

A Few 'Do's' and 'Don'ts'

Whether you or your staff photographer takes the pictures to go along with a story or if your local paper sends a photographer, certain basic rules must be remembered.

Have a story to tell in the picture. It is best to have only one center of interest.

Don't have your subjects just stand there staring into the camera. Have them doing something, whenever possible. Routine pictures can be improved with "props." A girl extending a coin collection canister. A parks referendum chairman displaying a map. A football player squeezing a pigskin. An architect showing a building innovation.

Don't put too many people in a picture. To have two or three of the key people in the action is best, but you can go up to five if there is a **logical** reason for having that many.

Choose **interesting** people. Don't pick them merely because the persons are local officials. Three pictures of a mayor or school superintendent with different groups in one edition can be tiresome. Share the spotlight among the "do-ers" in your club or group from month to month.

See that the people **look natural and relaxed.** Unless it is a wedding, or a fashion show, don't slick up too much.

Avoid a **cluttered background.** Try an unusual camera angle if it tells a better story. Example: Shoot down on someone assembling a collage on a tabletop. Shoot up at a girl archer.

Be informal. Don't line up subjects in stiff lines. Strive for composition.

Keep people close together. **Don't allow gaps between subjects.** In pictures these spaces exaggerate . . . seem larger than they really are.

Pictures of people shaking hands, pointing at objects, or holding papers are not very exciting but are better than blank stares at the camera. Try to have your subjects doing something different.

Don't put too much information on the back of a photo and when you do, use a felt pen or a wax pencil. Be careful not to crack or mark the print finish. Pictures so damaged usually end up in the waste basket. Paper clips and staples can soon ruin a photo.

Captions

Captions or cutlines which identify the persons in the photograph and tell what the picture is all about, can be pasted or taped on the photo. Most newspapers prefer putting part of the sheet (preferably white paper, typed) on the back of the picture and having the text and full name information typed on the portion folded over the front of the photo.

Free-Lance Photographers

Many clubs use the services of free-lance photographers who usually have a fixed charge for pictures. They can often save time and insure a professional crispness to your publicity. Moreover, they usually have a pretty good idea of editors' idiosyncrasies, the engravers' problems, or newspaper policy on certain kinds of pictures.

If the newspaper sends a photographer, have everything ready on his arrival so he can get to work quickly. The publicity chairman should be his contact, ready to answer his questions and identify by name and title the people he photographs. A typewritten or hand printed list which he may keep is most helpful to a photographer.

Be sure the press photographer has detailed instructions on where or how to find you. Also give him a telephone number where he can reach you in case of delay or emergency.

Look . . . Start . . . Analyze . . . Plan

Once again . . . the best way to learn to get good pictures to publicize your group is to look at pictures. Note those which attract your interest. Then plan your photos to catch the editor's attention. He knows best what his readers like. So . . . good luck. Follow the rules and keep shooting for your main target: **to tell your story to the people you want to reach.**

Contributed by:
National School Public Relations Association
Elementary School Public Relations Tool Kit
Arlington, Virginia

DESIGN YOUR OWN SLIDE-TAPE SHOW

Few means of communication within the production budget of most school, college or community organizations have the telling power of a well-produced slide-tape show. Yet most such organizations seem afraid to let slide-tapes work for them.

Too many educators write off slide-tape productions as too complicated or too expensive. Chances are you or others at your institution have most of what you'll need to get started.

You don't need thousand-dollar sound-on-film cameras. You don't need complicated videotaping equipment. You don't need clumsy, expensive lighting.

You do need a camera and a portable cassette tape recorder. Even an Instamatic and an inexpensive portable tape recorder can get you started on the road to successful and interesting slide-tapes.

But before you dig them out of the storage closet, take a few minutes to ask a few questions about yourself, your audiences and the topics that may lend themselves to a slide-tape.

1. MOTIVATE OR INFORM? What is the purpose of the presentation? Are you looking for that luncheon group to view your show as food for thought? Or, do you want them to skip dessert and go straight to the polls? One assignment will demand action words, vibrant music and maybe even a bit of hard sell—a style quite out of place in the other.

2. LEVEL OF INTEREST? How interested will your audience be in what you say?

   Each group has its own point of view. Each needs different information.

3. NAIVE OR SOPHISTICATED ON THE TOPIC? How well will the group understand what you're trying to say? Your presentation on that reading program had better be a lot simpler for a PTA audience than for a visiting accreditation team. Do you establish "competency-based curricular modules," or do you "write down everything we'll teach our kids?" The last is easily understood by all. The first is a sure-fire cure for insomnia for most.

4. OVERVIEW OR IN-DEPTH: Don't bite off more than your audience can eschew.

   If your goal is to survey a program, survey it. Don't go into detail. Outside maximum for a slide-tape presentation is about 15 minutes—and that's if it really moves. Aim for 10 minutes for most slide-tape shows. Leave many details to be covered in the question-answer period.

5. THEME? Most viewers feel uncomfortable plodding through the unknown territory of a new presentation. But give them remembrances of faces they recognize or a familiar landmark and they'll feel more at ease on the trip.

   Choose one theme and follow it through the whole presentation. For example:

   - Hands. A close up of hands of various persons in action can reinforce the hands-on career orientation of a vocational-technical school or community college.

   - Day in the life of . . . Choose one student the audience can meet and follow through the entire presentation.

   - Signs. Street or campus signs (school crossing, no outlet, home economics) can serve to hold a presentation together. In fact, through signs you can let people know where you are without actually telling them on the soundtrack.

These questions should now have you in the right frame of mind to follow these seven steps to accomplish your goals.

1. OUTLINE YOUR PRESENTATION. Convert to paper your thinking about:

   - Purpose. What is it you can or should accomplish with this presentation? Be as specific as possible, such as: To show alumni how their funds have been used to sponsor an exciting advanced placement program involving local schools and to stimulate them to continue to contribute to this worthy cause.

   - Audience needs and interests. Who will make up typical audience members for this presentation? What facts about their educational background, financial involvement, prejudices, likes and dislikes, degree of personal involvement, direct connection with their children or themselves, etc., must you consider?

   - Time factors. When is this presentation needed? Do you have time for adequate research and writing or must you take some shortcuts? How long will the presentation be used?

   - Funds available. What's your outside budget for this job? Can you afford to commission original art or must this be an inside job? Do you have funds for an outside narrator? What equipment do you need and can you afford it? Or should you bypass a synchronized tape player in favor of a manual operation of the projector in tune with the tape?

   - Required approvals. Who in the organization must give approvals for initiation of the project, spending the money, and approving the script, photos and scheduling? How much time must be allowed for at each step?

- Theme. What is your overall theme or tie-in to help the audience relate to the topic?

- Production. Who should be involved in the preparation of various aspects of the production? Preparing the script might involve teachers or department heads. The AV department might help on slides or artwork. Who is going to order the necessary projectors or tape players? Do you need special help to prepare a typed script? Who will prepare an announcement about the show to elicit audiences?

- Performance. Who is going to accompany the slide-tape to various showings? You? Board members? Department heads? Will they need a person to set up the machinery and operate the show? Should they be alerted to possible questions an audience might ask?

These and other questions of local need should help you avoid a last minute crisis and insure smooth production.

2. PREPARE YOUR SCRIPT. Whenever possible, carefully outline your script before doing any recording or photography. Where will you use narration? Where will you use live voices? Where are key points set forth which deserve special audience attention? You'll save time, money and energy.

Decide what should be narrator-read material and what should be voiced by an expert or person on scene via portable tape recorder. The use of different voices adds variety and authenticity.

If you're doing a show about consumer education, sit down with that instructor, turn on the cassette recorder and rap about the subject for five minutes. Back in the office, pick one meaty segment–about 30 seconds long–from what was said and use the tape as part of the production. (Take slides of the instructor working with students and plan the presentation so those slides will be on the screen at the same time the tape plays. Then, two of the viewer's senses will be transported to the classroom simultaneously, heightening viewer involvement and enhancing credibility.)

Plan regular narration and outside voices so that they complement one another–the narrator can specify something in generalities with the outside voice providing specifics.

In all cases, keep verbal copy simple. Your audience doesn't have the luxury, as they do with print material, of going back to reread a line or paragraph. Keep sentences short and to the point.

3. IF YOU HAVE TIME, PLAN TO USE MUSIC AND BACKGROUND SOUND. Look at the pros. It's no mistake that music plays an important role in movies or TV shows. Background music and sound establishes mood and, properly chosen, makes a viewer more receptive toward your message.

But don't choose music the audience can easily recognize. If you do, audience members will hum along with the tune rather than hearing your message.

Several professional firms offer sets of records especially written as background music and sound effects with all copyright clearances approved. Such services cost around $100.

You may have equal success finding background music on soundtrack albums from motion pictures you never heard of. These were written and produced by professionals as background music. A good source of these albums is the "$1.49 record riot" pile at the local discount store.

Though strictly prohibited under copyright laws, use of such sound-track music by nonprofit institutions is not really "public performance for profit." As long as you do not charge admission for performances, sell or rent the production, or arrange for its broadcast, you are on fairly safe ground. However, to be extra safe, use only music with copyright clearances—either from a professional firm or that which is locally produced.

Live background noise or sound can play an important part in your production. Crowd sounds at an athletic event or typical classroom hubbub can add flavor when the pictured scenes are appropriate. You can probably use your own recorder to capture these sounds and weave them as needed in the final stages of production.

Implementation of some of these techniques requires experience and practice. Ask your media specialist for assistance. Or, contact a local radio station. Chances are that for $25 to $100, depending on the size of the station, a local personality will do the mixing and narration for you, and you'll get several benefits:

- Use of a trained, professional voice
- Experience of a professional production expert
- Use of professional recording and mixing equipment
- The subconscious advantage of a kind of "personal endorsement" by an objective local media representative
- Another "friend" of your organization in an influential position in the community

4. SHOOT YOUR SLIDES AND PREPARE NECESSARY ARTWORK. Your best bet in cameras will be a 35mm, single-lens reflex camera with a through-the-lens exposure meter. There are several good brands on the market you can buy for less than $200.

Ask your local photo dealer for assistance. And, be sure to get instructions on how to operate the camera. Shoot several test rolls before starting any assignment.

Most 35mm cameras have control mechanisms which enable you to change exposures and shutter speeds for varying light conditions or use with flash bulbs or electronic flash units.

On a tight budget, you could get started with a better-grade Kodak Instamatic. However, your exposure control with the Instamatic cameras will be limited. (Forget the Pocket Instamatics using 110-size film. When projected onto a gymnasium-size screen, quality will be unacceptable.)

If you're new to photography, buy yourself a good, basic book such as Kodak's *How to Make Good Pictures.* It will help answer basic questions.

Take lots of pictures—four or five for each one you plan to use in the final show. Film is the cheapest raw material you'll work with. Take several shots of the same scene. Chances are that one of them will be just right. The extras will help out later if the original slide is damaged. Also, extra slides make good giveaways to teachers, staff and students.

For "must" pictures under difficult light conditions, bracket your exposure by taking additional shots one or two f-stops above and below the reading on your meter.

Watch for color balance when choosing films. Daylight film exposed under incandescent light (regular light bulbs) will take on a warm, pleasing, reddish color. But indoor film used outdoors looks deathly blue. And neither film works well under fluorescent light.

For general use, use Kodak High Speed Ektachrome Daylight color slide film. Its regular film speed of ASA 200 is suitable for existing light or flash. Kodak also offers special processing for High Speed Ektachrome which allows exposure at ASA 400—fine for nearly all existing light situations in educational facilities.

Candid pictures heighten the viewer's feeling of actually being there. Instead of the harsh, sharply defined, posed-for-camera, outside-looking-in feeling of a flash picture, existing light candids let listeners feel they are looking through a window into the classroom as it actually is.

The technique is simple. Walk into a classroom, move to a corner and then just stop and watch. Within five minutes students will forget about you and return their attention to the instructor. Then you can move around and get those shots of people at work in class that awards are made of.

Take shots near windows. You'll get soft natural pictures with a greater feeling of depth caused by the shadows in the picture.

Of course, there are times when a flash becomes a necessity. Numerous electronic flash units are available. You can get a good one for less than $60. For that price, you can buy a flash unit with automatic exposure control and rechargeable batteries good for as many as 500 flashes on a charge, all in a 1½"x4"x6" case. Always use an accessory unit to place the flash unit over the camera to avoid lateral shadows on backgrounds.

The key to good photos is getting people doing things. Never line up people for "cheese" shots. Get them talking, working, moving. Move around to capture expressions on faces. Get close.

Look for different angles. Take pictures standing on the roof looking down. Take pictures lying on the ground looking up. Take pictures riding on a bus looking out. Make your pictures exciting.

While clicking, stay alert. Keep an eye out for health and safety problems. In industrial arts, make sure all students wear safety glasses. Long hair in the kitchen (boys and girls) must be contained under hats or in nets.

Parents of handicapped or disadvantaged students identified as such must be contacted for permission to use photographs of their children. Check with your attorney.

Be careful of background in your pictures. More than one "perfect" photo has been lost because a coat rack grew out of the subject's head.

Don't skimp on processing. The best exposed film can be ruined by poor processing. If it's Kodak film, pay the money and wait the extra day for Kodak processing.

If you need artwork (graphs, charts, lettering, drawings) try to have them done by professionals. Such people know how to translate statistics into slides that tell a story without confusion. The extra cost will be repaid in clarity, efficiency and professionalism.

5. COMPLETE THE PRODUCTION. A slide-tape show, at this stage, is a giant jigsaw puzzle. You have taped narration, live voices, on-the-scene sound, music and several boxes of slides. Now comes the difficult, time-consuming but rewarding time of the job. If you have prepared your outline and basic script carefully, the task of blending all elements will be fairly easy. But it will require care at every step. Adequate time is necessary, especially in the event that a certain set of slides must be shot over or a tape segment recorded to maintain a consistently high quality.

6. ORIENT POTENTIAL USERS. Going before an audience with a show about a certain program or issue requires advance orientation of the organization's presenters. People who might use the show in the next six months or so should be brought together to (1) see the show, (2) know what it **doesn't** cover and (3) prepare for possible or probable audience reaction or questions. Thus armed with familiarity with the show, they will be able to complement your presentation through additional details given verbally and through their ability to handle audience questions.

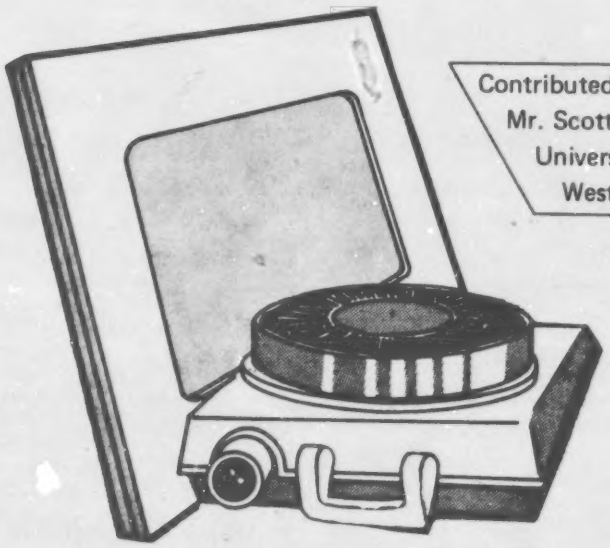
7. REVIEW ALL DETAILS BEFORE EACH SHOW. Check out all of your equipment before you leave for the presentation. Make sure its all there and everything works. Unless you've visited the presentation area before, bring everything: screen projector, synchronizer, amplifier, speaker and anything else. Don't forget:

   - Extension cords.
   - Grounding adapter.
   - Spare projector bulb.
   - Blackout slides.

   Get there early and set up early. Recall Murphy's Law. Under ideal circumstances, the audience should sit at distances between 2½ and six times the width of the screen. So, if the screen is 6 feet wide, the front row should be no less than 15 (2½x6) feet while the back row should be no more than 36 (6x6) feet away from the screen.

   Keep the introduction simple, move into the program quickly, then answer questions after.

Congratulations! They loved it.



Contributed by:
Mr. Scott W. Tilden, Director of Public Relations
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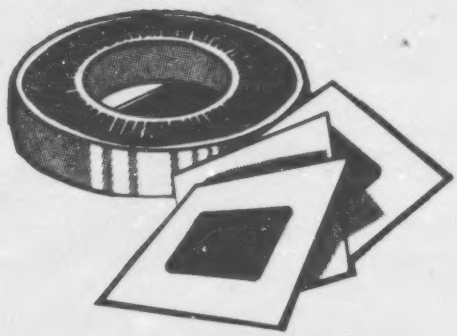

AUDIO

BASIC RULES FOR SCRIPTING RADIO

1. Use of capital letters: (1) **Use all capitals** to identify source cues and instructions. (2) Spoken copy is written with normal capitalization.

2. Underlining: (1) Underline source cues. (2) Underline sound and music instructions.

3. Parentheses: Put all instructions to performers in parentheses in the verbatim copy.

4. Spacing: (1) Double space all spoken copy. (2) Triple space between blocks of copy that belong with blocks of video copy. (3) Single space sound and music instructions that take more than one line.

5. Indicate time length of all sound and music cues unless an out cue is given later in the script.

6. Indent all audio material that belongs under a specific source cue.

7. When giving an out cue for a tape insert, center the words **OUT CUE:** in the column, and in quotation marks write the out cue.

8. Use three dots . . . in lieu of commas in verbatim copy. Use the three dots to show special phrasing and to specify breaks in the copy for changes in the video action.

Radio P.S.A. Critique Sheet

10 Second Spot

	Superior	Strong	Average	Weak
Opening Line Does it get attention?				
Body Does it keep interest alive?				
Body Are there too many words?				
Closing Does it demand action?				
Overall Is the P.S.A. effective?				

Contributed by:
Ms. Jospie X. Schmidlap, Public Relations Director
National Wildlife Federation, Inc.
Washington, DC

SHOW AND TELL WITH EXHIBITS

"Show and tell" the story of education in your community in as many different ways as possible to as many different people as possible. Don't overlook the value of exhibits, bulletin boards, movies, and tape-slide presentations in your public information program.

EXHIBITS

Exhibits are a "natural" for teachers as a means of keeping students, other personnel, and the general public informed of the work being done in your program.

Inexpensive but effective ways to tell your story to the public, exhibits must be carefully conceived and well planned. Every exhibit should be designed for a specific purpose, with a special appeal to the certain groups.

Make your Exhibit Interesting

1. Use photographs showing activities of your program, students at work, projects made.
2. Display objects: projects made by pupils, equipment used, models.
3. Use movement to gain attention: have students in action, a movie projector, equipment in operation.
4. Don't use many statistics–make comparisons by graphs or pictures.
5. Combine many techniques–color, action, photographs–but keep the display free of too much detail, which discourages people from looking and understanding.
6. Keep it simple, direct, uncluttered. Avoid attempting to show too much.
7. Include concise descriptive placards, at eye level and large enough for easy reading.

Hints for Effective Exhibits

1. Have some "hand-outs" with your exhibits.
2. Use many people in your planning–the art teacher, the advertising club of your community, the dramatics teacher, the local graphic arts groups.
3. Whenever possible, station teachers or students at the exhibit to explain the vocational program.
4. Insist on good lighting and a suitable background.
5. Plan displays to show various phases of your program throughout the year.
6. Take down or change the exhibit before it becomes stale.
7. If yours is part of a large exhibit, find out the theme and tie your vocational exhibit in with it.
8. Make provision for protection of displays (roped-off areas, "do not handle" signs, closed and locked cases, insurance).

Contributed by:
Mr. Larry Hogue, Public Relations Coordinator
Mississippi State Department of Education
Jackson, Mississippi

BULLETIN BOARD SUGGESTIONS

I. GENERAL PRINCIPLES

A. **Choose a subject.** One that lends itself to visualization.

B. **Decide on a purpose.** Your display may be:

1. Motivational – poses problems, asks questions, excites curiosity.
2. Developmental – keeps track of what students are doing.
3. Cumulative – graphic summation of a completed study.
4. Miscellaneous – such as illustrations of holidays, news events, students' work, etc.

C. **Think of a good headline.**

1. It should be large (from about 2" to 4" in height), easy to read from any spot in the room, fairly brief, **horizontal**, and contrasty.
2. Use either script or printed letters. The former can be made of string, wire, etc.; the latter, of cut paper, cardboard, wood; by brush, spray paint, etc.

D. **Illustrate the headline.**

1. Use illustrative materials that are eye catching: such as photographs, drawings, charts, maps, graphs, posters, 3-D objects, etc.
2. In most cases each piece of material should be backed with appropriate colored paper.
3. Keep the board simple and inexpensive. Highly elaborate displays are nice to look at but are entirely unrealistic.
4. Backgrounds should be **BACK**grounds. Color and surface texture should not detract from displayed material. "Shocking or intense backgrounds are hard to live with; color must not dazzle or dance if it is to serve as **background** for acting and thinking." –Dale

E. **Arrange your materials carefully.**

1. Review principles of composition (art books, library).
2. For additional help refer to billboard, magazine, and newspaper advertising layouts.
3. Provide a **dominant** place of interest.
   a. It may be an illustration, caption or text.
   b. It may be the brightest or the largest item on board.
   c. Remember, size and placement frequently indicate degree of importance.

4. Use arrows, colors, interesting shapes to draw attention to special areas.
5. Usually maintain a margin of free space around the inside frame of board.
6. When certain of content, make small sketch of proposed board.

F. **Caption the illustrations.**

1. Captions may be single words, phrases or sentences.
2. They may be declarative, imperative, or interrogative.
3. If declarative, they may identify and/or describe and/or summarize.
4. Principal captions should be large enough to be read at a moderate distance. Subcaptions may be smaller.
5. Do not use cutout letters for captions. This does not apply to headlines.

G. **Use Color.**

1. Functional aspects of color:
   a. Aids in making distinctions.
   b. Heightens the reconstruction of reality.
   c. Produces strong emotional and psychological effects.
2. Too many colors are worse than none. They divide rather than unite. About three, not counting the background, are suggested. However, circumstances vary from board to board.
3. It is better to accent with pure colors and use shades and tints in the large areas. Warm and cool colors may be used together for contrast. Warm colors, such as red, appear closer to the observer than do cool colors such as blue. Therefore, in general, foregrounds should be warmer than backgrounds.
4. Check for adequate color contrast by viewing board through squinted eyes from opposite side of room. If parts of board are difficult to distinguish, increase the contrast.
5. Color terms that may help you:
   a. HUE – Name of color, such as red, green, etc.
   b. CHROMA – Intensity of color
   c. VALUE – Lightness or darkness of a color
   d. TINT – Color to which white has been added
   e. SHADE – Color to which black has been added
   f. COMPLEMENTARY – Colors that appear opposite each other on the color wheel
   g. ANALAGOUS – Colors that are next to each other on the color wheel

H. **Maintain a continuing classroom bulletin board program.**

1. Encourage student-teacher planned boards.
2. Develop a picture file; a materials box.

3. Provide for tool storage.
   a. A tackle box with divided trays is ideal.
   b. Collect items such as scissors, ruler, pins, etc.
4. Plan to store frequently-used displays in large wrapping paper class-made envelopes. Place sketch or photo of assembled bulletin board on flap.

II. SPECIFIC PROCEDURES TO FOLLOW FOR BULLETIN BOARD PROJECT

A. Choose one bulletin board space for one week by signing the posted bulletin board schedule. (Students will work in pairs.)
B. Choose a phase of your unit that can be communicated better by the comparatively static qualities of the bulletin board. Something that needs to be on display; that requires individual study, perhaps.
C. Experiment with sample board layouts in colored paper. Take the best of these to your lab class at least two weeks before your board is due to go up. Present the board layout to your lab class for their suggestions. The chosen layout must be approved by your instructor before it can be made into a full size board.
D. Material must be placed on board according to signed schedule.
E. If prior week's student's work covers your board space, remove material and carefully place it in designated area. Place pins in one of the pin containers.
F. When your board is complete, place a 2"x5" card in lower right hand corner with following information: (1) your name; (2) lecture No., lab. No.; (3) grade level; (4) subject area; (5) unit; (6) purpose of board. Fill out top of evaluation form and place in designated box.
G. Evaluation forms will be returned to box after board has been evaluated.
H. Boards not completed when due must go up at a later date and then will receive only a minimum grade.

Contributed by:
Mr. Ralph Ferguson, Director of Technical Assistance
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Phoenix, Arizona

THE ADVANTAGES OF "OVERHEAD" PROJECTION

1. THE PROJECTOR IS POSITIONED IN FRONT OF THE AUDIENCE.

   The Presenter faces his audience, maintaining eye contact at all times.
   He can observe reactions, and adjust his presentation accordingly.

2. BRIGHT IMAGES ARE PROJECTED IN FULLY-LIGHTED ROOMS.

   No need to darken the room . . . this feature reduces inattention and drowsiness.
   The audience and the presenter are fully visible to each other, at all times.
   It is not necessary to keep an image on the screen, or to turn the lights on and off, as with projection in a darkened room.

3. THE HORIZONTAL STAGE PROVIDES PRESENTATION FLEXIBILITY.

   The presenter can write or draw extemporaneously, for simultaneous projection.
   He can project transparent objects, animated devices, or fluids.
   He can use a pointer to call attention to details of transparencies.
   He can use transparencies composed of several layers of film, unmasking them for progressive disclosure, or building them up to form composite images.

4. A SEPARATE PROJECTIONIST IS NOT NEEDED.

   The overhead projector complements the presenter . . . it does not replace him.
   The presenter controls the projector, and easily integrates his Visual and his Verbal comment.

5. TRANSPARENCIES UP TO 10" X 10" IN SIZE CAN BE USED.

   The large size simplifies the preparation of artwork for the transparent "projectuals."
   In most cases, photographic reduction of original artwork is not necessary for projectual production.

6. TRANSPARENCIES CAN READILY BE "HOME-MADE."

   Rudimentary art skills can produce dramatic, professional-looking "projectuals."
   Equipment for the projection of "projectuals" is simple and inexpensive.

7. COLOR CAN BE USED EFFECTIVELY AND ECONOMICALLY.

   Diazo-color films, in a wide range of colors, make it possible to prepare multi-color "projectuals" at a fraction of the cost involved in colored photographic transparencies.

8. THE INDIVIDUAL CAN PRESENT HIS WORK ON THE PROJECTOR.

   No special skills are required to operate the projector.
   Any member of the audience can use the projector to work out a problem or offer a suggestion.

GUIDELINES FOR PLANNING TV PROGRAMS

– live or pretaped public service broadcasts –

START WITH YOUR AUDIENCE . . . NOT WITH YOUR SUBJECT

Identify the interests of your audience in the subject you have chosen, and start your planning at that point. This approach is not easy for most educators since they tend to be subject-oriented in their planning and presentations. On television you must be viewer-orientated from start to finish if you are to keep the interest of your audience. This cannot be stressed too much.

LIMIT PERSONS ON CAMERA TO FIVE

One of the five persons should be designated as the spokesperson or moderator. More than four is a crowd to the viewer, and a problem for the cameramen. You may, of course, have more than four altogether in the program if you have participants move on and off camera during preplanned public service announcements.

MAKE USE OF SLIDES AND CHARTS

Slides add variety and interest. Don't keep each slide on the screen for over five seconds, unless absolutely necessary. Allow for some white space/margins along the edges of the slides. Slides should show horizontal at a 3 X 2 ratio. Charts should be simple, making but one point per unit.

PREPARE YOUR SCRIPT IN OUTLINE FORM

Don't write out your remarks word-for-word. Memorize your outline and think through your supporting thoughts. Be as spontaneous and conversational as possible. Tie your outline in carefully with slides and charts. Provide a copy of the script/slide outline for the program director.

REHEARSE YOUR PRESENTATION AT LEAST ONCE

This will enable you to time the content of your presentations. In this way, you won't run short of material, or be cut off before your final points are made.

RELAX AND ENJOY THE PROGRAM

Don't try to be a professional broadcaster, since you are not a pro. Remember that a mistake or two may identify your audience with you. The more human you appear to viewers, the more they will listen and respond to you.

TELEVISION

HINTS FOR ON-CAMERA

1. S–M–I–L–E

   This does not mean that a sickly grin is desired, neither is the hyena-type hilarious ha-ha a desirable thing. Just don't carry the air of one who suddenly realized the weight of the world was on his shoulders and taste of a sour pickle was in his mouth.

2. When hand-showing items be sure to handle them in such a way that maximum surface is exposed to the camera. Move the items slowly and never far. Match your words to the actions of your hands so that a pleasing, coordinated presentation is obtained.

3. Look at the camera with the red lights on. If a cameraman cues you to another camera because you've been looking at a dead camera, move your eyes slowly and turn yourself slowly toward the right one rather than resort to a quick panic-filled turn. If the cameraman alerts you to a change of camera by a prearranged signal, then you can make the transition very smoothly by looking down, camera goes off, you look up at the new angle into the peering eye of a newly-lighted camera.

4. Address yourself to each student by looking directly at the lens actually taking the shot. In most cases it will be the bottom lens of the diamond formed by the four lenses on the turret. Your eye and his meet **exactly** when you do this.

5. Refrain from looking at the monitor except when a close-up is being taken of an item you are describing.

6. Speak in a normal voice unless your voice normally is very soft and low. Just because there is a microphone picking up your words, it isn't powerful enough yet to pick up your mumbles or your thoughts. The proper way to speak is as you would speak to a student or a small group of students in front of your desk. Speak in an above average conversational tone, with careful articulation.

7. Try to avoid roles and speech mannerisms that label you. As you tape your programs from time to time you will be able to spot these things in observing yourself in action. Practice at home in front of a mirror and be critical. Be objective and try to imagine the image is someone else.

Contributed by:
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SECTION XI

COMMUNICATIONS PROBLEMS

INTRODUCTION

An educator must become the catalyst for keeping information flowing throughout the school. Every segment of the school family must be informed about the policies and practices which affect their lives.

Rumors can impede the flow of information. They can also be a source of low morale and distrust of fellow educators. An ongoing program to abolish rumors must be maintained.

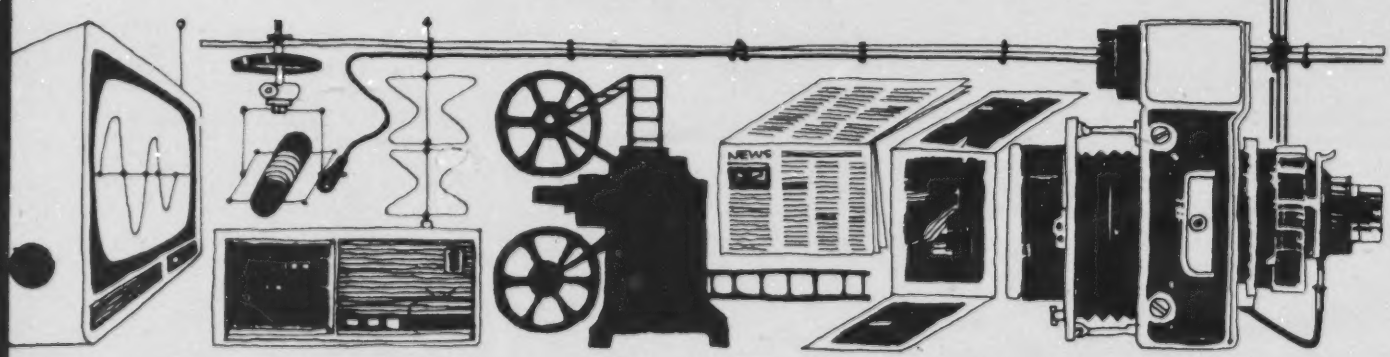
Too much effort goes into "fire fighting" rather than "fire prevention." Sometimes neither party knows what caused the blow-up. Heading off "blow-ups" is part of the public relations task. The earlier a complaint is caught, the easier it is handled.

Communication can never be a one-way process. It must involve both transmission and reception. A book that is never read, or a speaker who has no audience, does not communicate. Both the book and the speaker may have a worthwhile message and this message may be presented eloquently, but no communication takes place without reception.

Good, quick communication means good, quick decisions and is a mechanism for keeping things together during an emergency.

Communication is a vital part of any program. This section elaborates on key situations making communication an effective means for handling problems common to everyday occurrences.

Mr. Philip A. Capozzi, Jr.
Principal
Fountain Hills Elementary District No. 98
Fountain Hills, Arizona



COMMUNICATIONS TO HELP SOLVE PROBLEMS

CRISES

School district crises requiring special communications efforts can range from employee labor negotiations and strikes, student disturbances, and school closures, to financial and budgetary problems, serious rumors, and any number of other dilemmas confronting public schools today.

Any crisis can occur when a district least expects it. Therefore communication to a district's publics must be swift and credible in order to have a positive impact. During a crisis a school district's "officialdom" is often not credible to the patrons of a district. Residents, in many cases, won't believe the superintendent, other administrators, and school board members.

WHO WILL THEY BELIEVE?

If school district residents don't believe school officials, who do they believe? They believe and listen to their peers. They believe their friends and neighbors, their relatives and co-workers, their boss. During times of crisis it is essential that a school district be able to call upon a "network" of individuals in the community who can quickly disseminate accurate and supportive information regarding the schools to other members of the community, the kind of dissemination that results in the statement: "Well, if Joe says that's what's going on at the district office, you can bank on it." To many district residents what "Joe" says is far more credible than what the superintendent or school board chairman says. The right comment from a neighbor to an irate parent with a school rumor can do more to calm troubled waters than a ton of news releases, newsletters, and statements from "officialdom." In school PR, **people** things are far more important than **paper** things.

KEY COMMUNITY COMMUNICATORS

A "network" of individuals within the community who can quickly disseminate accurate and supportive information regarding the schools to other members of the community can be formed in any school district, if the right people are chosen to join the "network."

Let's call them Key Community Communicators. A Key Community Communicator must have two traits.

1. Be a "power" person in his or her circle, regardless of the size of the circle.

2. Be generally supportive of the school district, even during times of stress and strife.

A "power" person does not have to be the stereotyped cigar-chomping politician normally thought of as the "power of the community." A Key Community Communicator is an

individual who is listened to in his or her circle and is believed by most of the members of the circle.

Contributed by:
Mr. Gordon Shaw, Public Relations Consultant
Portland, Oregon

THE MEDIA

With the foundation of a good working relationship established between the media and the schools (as outlined in the above material), the particular problems of crisis communication become surmountable.

The most important decision schools must make regarding crisis communication is whether they will play an offensive or defensive role. With the offensive role, the schools take the initiative, provide the leadership and attempt to lead the crisis in an objective direction.

In the defensive role, the schools have a number of choices: (1) Hope no one hears about the crisis; (2) be reluctant to participate in it and hope the issue dies; (3) don't say anything unless they want to correct a fact; or (4) all of the above.

As obvious as the choice may be, many schools select the defensive role and have to play "catch-up ball." Whether it is founded on ignorance, fear of the media or the lack of faith in their ability to communicate effectively, the results are similar—disaster.

With the offensive choice, the schools are in a better position to convey factual information, clarify the issues, and lead the crisis dialogue. Controversy and its accompanying crises is not all bad, it can provide communities and schools with an opportunity to exchange views, resolve issues openly and possibly be stronger because of the controversy.

In a typical crisis, we would recommend that the schools take the initiative and, both with the news media and its individual publics, use candor and honesty to convey its viewpoint.

Assuming a crisis hits your community, you might attempt the following.

1. Go to the media before they come to you. ("We have had an incident at the high school. We don't know all the facts yet, but we understand that 200 students have walked out and are picketing in front of the building. The principal will release a statement at 11:00 a.m.—two hours from now—regarding the situation.")

2. Carefully gather the facts, and prepare a written "fact sheet" of what has happened for distribution to the media at the 11:00 a.m. meeting.

3. Any statement issued by the schools should reflect the facts and a possible solution for the issue.

4. The school spokesman should be available for comments throughout the controversy and, unless the Board or school administration has taken a definitive position, confine all comments to the facts of the issue.

5. School administrators should notify their board members and staff of the crisis, before they hear it on the radio or read it in the newspaper.

Communications during a crisis must be based on judgment. What you should say or not say would be judgmental decisions and more than likely different with every situation and with every community.

There is no "one way" to handle crisis communications with the media.

The pre-crisis work you do with your media representatives will, by a large measure, determine how effectively you can communicate with them and your community.

We cannot over-emphasize the importance of establishing and maintaining the machinery of crisis communication before the crisis itself is the issue.

BEFORE A CRISIS

1. Have a well-defined crisis communication plan, with channels of responsibility clearly stated.

2. A well-established reputation for dealing honestly and fairly with the media pays big dividends in a crisis.

3. Your crisis plan should have an information gathering network and a central collection point.

DURING A CRISIS

1. Gather facts, prepare materials and TAKE the initiative with media representatives (you have a greater credibility by going to them rather than waiting for them to come to you).

2. Don't take a definite position on an issue until facts are all collected; in the meantime, be willing to share information.

3. Be willing to admit you don't have all the answers but are committed to work for the solutions.

4. Even though there are some facts that you'd rather not have out, don't tell a lie. Public relations is built on truth and truth alone. This does not mean that you need to go into every single point and every single fact but if a question is specifically asked of you, don't dodge it.

5. It's important that you present the school's side of the incident fairly. Don't overplay your side and underplay the other side. The reporter, if he is worth his salt, will get to the other side eventually. Present it factually and dispassionately from the beginning.

6. Any released statements (for newspapers, radio, or television) should be written and then carefully read in an interview. An impromptu, ad lib, comment to a newsman can be most embarrassing.

7. Set the ground rules for reporters being in the building during an incident and follow them with no favoritism.

8. Avoid getting emotionally involved in the crisis issue, contain yourself to the facts and policy.

9. Leave the prognostication of the issue to others.

AFTER THE CRISIS

1. Evaluate your crisis communication plan with staff, board, and news representatives and make needed changes.

2. Extend thanks to news representatives for their cooperation during the crisis (however, don't publically rap media people, whom you felt put the screws to you).

DESEGREGATION

What's a superintendent to do when he's faced with a federal court order to desegregate—white flight to the suburbs, protest, anger and concern on the part of parents, and escalating problems in school operations? Or rather, what can he do?

One solution used by the Metropolitan Public Schools of Nashville and Davidson County, Tenn., centered around a detailed public relations program. E. T. Carothers, Nashville supervisor of public relations, outlined the program for a seminar group, sponsored by the National School Public Relations Association in the summer of 1972:

- Set up an information center with extra telephones and kept the center opened beyond normal working hours and some weekends. Phones were manned by staff members, teachers and selected substitute teachers and parents.

- Utilized extensively the services of newspapers, radio and television to call attention to the fact that the problems were not school problems alone, but community problems.

- Held orientation, information and strategy sessions with all news media staff and PTA representatives.

- Returned principals, assistant principals, and guidance counselors to their assigned schools one week earlier than the regular time of reporting. This made them available to parents, teachers and students who were affected by new zone changes.

- Conducted "Open House" and "See Your Schools" week prior to the opening of schools.

- Met with ministerial groups and requested them to assist in "readying the community" for change.

- Conducted neighborhood group meetings with interested parents and encouraged them to enlist others in support of public education.

- Conducted town hall meetings for the purpose of giving and receiving information.

- Worked closely with organizations such as the Metropolitan Nashville Education Association, League of Women Voters, Chamber of Commerce, the Inner-High Student Council.

- Made space, equipment, information and refreshments available to the news media during picketing at central office headquarters.

"To even suggest that our extensive and oft-times elaborate communication techniques were a panacea for all of our perplexing problems is idiotic," Carothers said. The district still has many problems and will continue to have some, he added. "But I believe that our school system faced fewer problems during the 1971-72 school year because we kept the community informed, we involved the citizenry in the communication process and we made a concerted effort to train our staff to react appropriately during the crisis situation occasioned by court-ordered integration," Carothers concluded.

Contributed by:
National School Public Relations Association
Arlington, Virginia

CHANGING SCHOOL BOUNDARIES

To **alter existing school attendance lines** or **to close an existing school plant** because of changing population patterns within a school district will be a traumatic experience for the affected publics. Two administrative approaches are available. In many cases attendance line change, based on staff recommendation, is made without public input, and the results communicated to those affected during the summer months. An alternative is to implement a carefully planned approach designed to provide public understanding of the rationale

underlying recommended change and to afford opportunity for those affected to provide input prior to modification of existing attendance lines. The first approach requires no explanation, but, in this day of public demand for greater influence in the educational process and for individual accountability, administrative high-handedness could be fatal. The second approach seems the only alternative to a major crisis.

HOW TO DO IT

1. Develop an accurate analysis of districtwide population trends as a data base. This analysis should include: past, present and projected enrollments for each school; a graphic representation of current student population relative to classrooms available in each school's attendance area; a graphic representation of projected enrollment in proportion to facilities available—again on a school-by-school basis.

2. Define, based on projected population shifts within existing attendance areas, which attendance patterns must be altered to assure maximum educational opportunities for students. Selection of the schools potentially affected must involve appropriate staff, (i.e., representatives from the Planning Department, Transportation, Personnel, as well as the Superintendent, and the person responsible for school/community relations).

3. Develop specific alterations of existing attendance lines, which would alleviate defined school population problems; present these recommendations to each school principal affected for his personal and professional input; and make any warranted modifications.

4. Provide districtwide publicity representing the concern of the school system over the detrimental effects of substantial population shifts to the quality of educational programs and services.

5. Conduct individual orientations with each principal subject to proposed attendance line changes, with emphasis on the importance of his support of these recommendations to his school family and the community. Assist him in developing hands-on materials, (i.e., existing and proposed area attendance line maps, graphics representing the basis for his specific attendance line change) for use in a staff meeting. Employee support is fundamental to community acceptance.

6. Initiate a well-publicized series of school public meetings at which staff recommendations for attendance line changes will be presented to the publics affected. Utilize appropriate aids which clearly and accurately illustrate the problem, as well as the solution. Emphasize that the plan presented is a staff recommendation and that the purpose of the meeting is to acquire citizen input prior to final decision making. If possible, where school closings are warranted, be prepared to emphasize new community and educational services which will be provided. Be sure a full complement of resource personnel is available to respond fully to questions from the audience.

7. After public input is weighed, final decisions should be communicated–first, to the school family members affected, thus ensuring their security and continued wellbeing; second, to the public whose children are involved. Communications to the involved parents should originate from the principal and include–where pertinent–revised attendance policies, accurate attendance line maps, and a personal letter from the principal, explaining specifically how the individual student will be affected.

8. A follow-up "Welcome Communication" should be issued by the receiving principal–thus offering an opportunity for both the incoming student and/or parent to get acquainted with the new facility and its range of programs and services.

Preliminary ACTION that puts an honest accent on the positive cuts down on REACTION that accents the negative.

Contributed by
Mr. Andrew J. Olsen, Director of Communications
DeKalb County Board of Education
Decatur, Georgia

VANDALISM

Vandalism and theft is a constant problem that plagues most school districts and may cost as much as 1%, or more, of a budget. Surprisingly, most of the vandalism and theft is caused by students. Implement a campaign that will inform parents of the problem, inform them of the high cost, and solicit their help.

HOW TO DO IT

1. Kick off the vandalism control campaign with a news conference featuring your superintendent. Have him outline:

   a. The nature of the problem.
   b. The cost to the school district, which is ultimately borne by the taxpayers.
   c. The fact that school children cause most vandalism and theft.
   d. The fact that vandalism is a crime.
   e. The Police Department has pledged full cooperation.
   f. No money will be left in any school building overnight.
   g. All removable equipment will be permanently engraved with the name of the school district to discourage theft.
   h. Ask citizens for their help:
      (1) Parents control their children.
      (2) All citizens should keep a watchful eye on the schools and report any suspicious or vandalous activities to the police.

2. Mail to every home within a two-block radius of every school building a brochure from the superintendent. Include the same information as in number one above. Be sure to include the phone number of the police department.

3. Arrange to have the superintendent (and other central office personnel to lighten his load) speak to every PTA. The speakers should reiterate the program to the parents; tell the cost of theft and vandalism; ask their help.

4. Have the superintendent issue a communication to all schools directing that no money be left in any school building overnight. All monies, including lunchroom, athletic, and theatrical receipts must be removed from the school building every night. Preferably, such monies should be banked.

5. Arrange to have all removable equipment in every school engraved as follows:

Decatur, Ill. School District	(School District Name)
Lincoln – 146	(School Name–Inventory Number)

Electric vibrator engravers are easy to use on any material, including glass, metal, and plastic, and can be purchased in most hobby shops ($8 to $15). All equipment should be engraved in a very conspicuous place on the front. Such markings will discourage all but the most stupid thieves; marked equipment is almost impossible to fence, and possession is prima facie evidence of possession of stolen property. Engraved equipment may be discounted 10% to 20% when being traded in, but that is minimal in comparison to dollars lost through theft.

Contributed by:
Mr. Charles P. Skibbens, Administrative Assistant to the Superintendent
Decatur School District 61
Decatur, Illinois

RELEASING TEST SCORES

The publication of test scores is a fact of life. Although many teachers fear it, more and more states are requiring it.

Rather than fight the idea of public release of test scores, a planned effort to disclose test results must be started and continued during the entire year.

William J. Banach of Mt. Clemens, Michigan speaking at a briefing session, listed the 12 basic principles of dissemination:

1. The inadequacy of assessment communication has helped illustrate that there is more anger about ideas not understood than there is about bad ideas.

2. Goals and objectives for dissemination must be clearly stated, and the "targets" of the messages must be pinpointed.

3. Dissemination is an essential process which uses involvement to create a link of understanding between the assessment program and people it affects.

4. Critical audiences should be identified according to priorities and related to the crucial dissemination tasks.

5. The needs of different audiences must be identified and accommodated.

6. Determine the dissemination objectives before designing communications activities.

7. A dissemination program should help build common meanings for terms.

8. The credibility of informational sources must be a critical consideration for dissemination planners.

9. Involvement of key people and groups heightens commitment.

10. Assessment program disseminators should establish an early working relationship with public relations staff members or consultants.

11. Effective dissemination requires adequate human and financial resources.

12. Effective dissemination activities need strong evaluation components.

Contributed by:
Pen SPRA Reporter
National School Public Relations Association
Arlington, Virginia

CLOSING SCHOOLS

Last spring the University City School District closed two elementary schools and a sixth-grade center. The schools were closed primarily due to decreasing enrollments and decreasing revenue. (A combination of inflated costs at all levels, less State aid than we would have received had our enrollment stabilized or gone up and declining assessed valuation, were all contributing factors.)

WHAT HAPPENED:

1. The Superintendent appointed a citizens' committee to study the declining enrollment in September 1972. That group came up with a number of alternative possibilities for saving money and making optimal use of school buildings. The Board and

administrators had for some time been concerned about the decreasing student enrollment. University City reached its peak enrollment in 1959. The enrollment has continued to decrease by roughly 100 students each year.

2. The fact that a committee was appointed to study both the declining enrollment and the financial situation was publicized in the local press, (papers, radio/TV) through the district newsletter, in a letter sent home to parents via children and in all instaff bulletins.

3. The Board voted for "No Change" in February 1973 as a last attempt to keep the schools open. In March 1973, the Board requested a 35¢ tax levy increase. The levy failed, receiving only 44 percent "yes" vote. The Board held several "town-meeting-type" hearings before April of 1973. More than 400 persons turned out at the April 19 meeting, when the Board voted to close the two schools and the center.

WHAT YOU MUST DO:

1. Keep your public informed. Be honest with them about your financial situation, your enrollment and your alternatives, so that if you must close a school it doesn't come as a big "SURPRISE."

2. Try to keep racial overtones to a minimum. University City closed one elementary school which was 87% black and another which was 69% black, the third was 53% black. (The district was 54% black in 1973.) The two elementary schools were selected for the following reasons: One building with the smallest enrollment was across the street from the building to be used as the new "middle" school to house 6th and 7th graders. (Thus the reason for closing the sixth-grade center.) The other building had the next smallest enrollment and most of the children who attended were less than one mile from an adjoining elementary school. (University City operates on a "neighborhood schools" concept.)

3. It is imperative that you communicate to your parents that although enrollments may decline, costs stay at about the same level. (Our district requested and received a 17¢ tax levy increase in the spring of 1974, even after closing three buildings. We were able to convince our constituency that we really needed the money to keep programs operating at their present level and to keep the student/teacher ratio at 26/1. The ratio jumped from 24/1 to 26/1 with the reorganization.) (To add to our woes the Missouri legislature repealed the household tax and the intangible tax for residents–a decrease of $151,000 and $251,000 respectively. However, there is no provision under the legislative repeal for other sources of revenue to replace the two repealed taxes.)

4. Closing a school need not always result in a reduction of teaching staff. It depends on the individual district's financial situation. Other reductions such as the principal, some school secretaries, library aides, custodians and cafeteria employees are inevitable. The money which would have been spent on heat, electricity and water of the closed

buildings can be added to the district's budget. Additional revenue may also be generated by renting or selling the vacant building. (University City attempted to pick up staff who were "without a building." New federal grants allowed us to continue to employ others.)

5. The community will be concerned about what will happen to the vacant building(s). In our case, the Center held classes in the administration building so there was no building to close. The middle school used the elementary school directly across the street. The third school was vacant for one year. It was, however, kept in repair. All materials were given to the other elementary schools and broken windows, etc., were replaced. Security guards and local police continued to patrol the area while it was vacant.

6. Closing a school can be traumatic for administrators, staff and citizens, or it can be a time of creativity and a time when important educational changes can be made. The way in which you, as a PR director, your Board and your Superintendent set the tone of the proposed or impending change, can make all of the difference.

NOTE: If you are closing a school because you've been "ordered to" to achieve racial balance, you have some special problems. It is, perhaps, easier to close schools in those instances, because the "blame" lies with "some" judge outside of your district.

Contributed by:
Ms. Donna M. Vandiver, Coordinator of Communications
University City Public Schools
University City, Missouri

STAFF LAYOFFS

When enrollment declines and budget cuts result in staff layoffs, morale is bound to suffer. As cuts in staff get deeper, our school system finds itself in the sad position of letting go teachers who have been with us for many years...up to 16 years in one case.

Because the teaching staff faces a job market growing slimmer every year, many teachers are forced to deal not only with finding a new job, but with starting an entirely new career as well. The fears and frustrations associated with that prospect place a special strain on teachers as they end the year. Our concern for these staff members prompted the school system to develop an "Alternative Career Planning Seminar."

Contributed by:
Ms. Nancy Kracke, Coordinator of Communications
St. Louis Park Public Schools
St. Louis Park, Minnesota

SECTION XII

COMMUNICATIONS STRATEGIES FOR ELECTIONS

INTRODUCTION

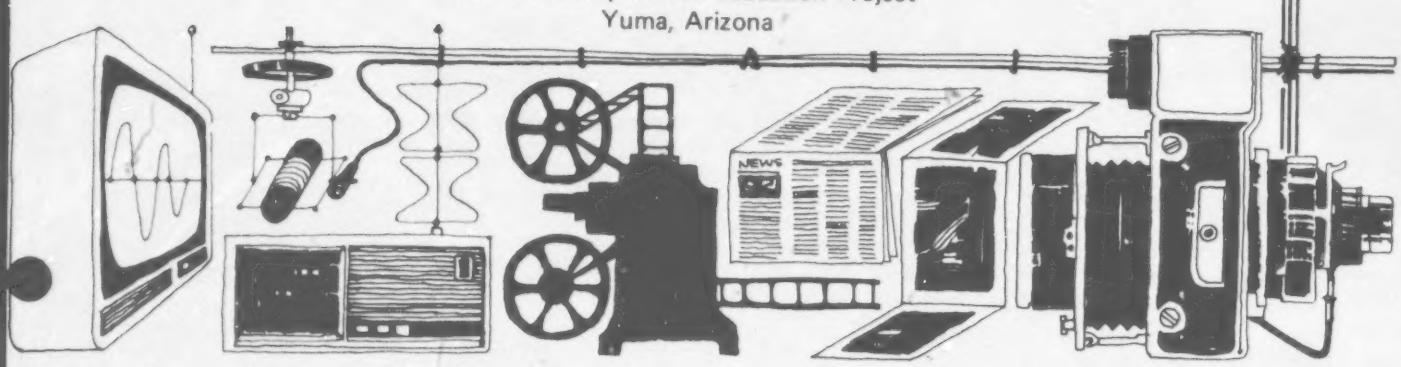
Successful passage of a bond and budget election depends on many of the ideas *SCRIPT* has presented. In short, communications with various publics should be planned and continuous. And, in the final analysis, preparation for any election becomes a by-product of an ongoing, well-planned communications system.

No one likes to be hit over the head or have a feeling of being strong armed. Many times this is how fiscal elections are handled. As soon as the need arises planning should begin. Utilization of current methods of communication can and should be the final step toward informing the public of needs. Involvement of a citizens' advisory committee to assist in the organization and provide manpower is a must.

The sense of unity between key school personnel and members of the community should be apparent in information released

Above all make sure every employee in the district is informed, involved, and able to vote when election time rolls around. They are—or can be—the winning margin of an election. They are also the best "silent partners" who influence, on an ongoing basis, many more voters than can be imagined. This is why planning communications strategies for this type of an election really is a reflection or spin-off of how well an ongoing communications process is utilized. If internal and external publics are aware and well informed and been made to feel a part of the school's operation on an ongoing basis, they will not react negatively when the news of a bond and budget election greets them.

Mr. Maynard Corlett
Director
Yuma County Career Education Project
Yuma, Arizona



WHY ISSUES PASS

Two people who have spent much of the past 10 years wrestling with school finance campaigns are Ned S. Hubbell, a former school information specialist who is now president of a Port Huron, Mich., education public relations consulting firm, and William J. Banach, a school communications consultant and director of communications, and coordinator for the Macomb Intermediate School District, Mt. Clemens, Mich.

Hubbell, a school community attitude expert, cites the following reasons why school finance elections pass:

- The campaign was citizen-led and involved a massive team effort—parents, nonparents, all staff, students, board members and administrators.
- It was well planned and timetabled with ample time for analysis and planning.
- It was localized—addressing local concerns.
- It was chiefly a neighborhood campaign with lots of face-to-face communications.
- The efforts to convince people of the needs and the drive to persuade people to vote for the issue were kept separate.
- The campaign was child-oriented—needs were humanized; dollar-talk was minimized.
- Persuasion efforts were peaked and poured on in last three weeks.
- It was tailored to use voters' information sources.
- All information efforts were simplified and didn't allow complex legal, financial, educational jargon.

Hubbell contends that a school district's principal concern should be: "Will this make sense to the 'average' voter?" His advice: "Put yourself in the other guy's shoes and let him know what he wants to know."

Critical Characteristics

Banach, surveying the wreckage of Michigan's June 1976 school finance elections, found certain characteristics in most successful campaigns.

"The overwhelming difference between winning and losing," he reports, "was diligence—carefully developed strategies, commitment to a plan and dogged attention to detail."

His specific reflections:

- The winners spent as much time planning their campaigns as they did implementing them. Most spent more time planning than communicating.
- The winners studied previous elections in their districts before planning the June campaign.
- The winners relied on face-to-face communication (block visitations and coffees) to build support for their ballot issues and reinforce the positive attitudes held by yes voters.
- The winners augmented their face-to-face communications with printed material. Rarely did printed material carry the full communication load.
- The winners took steps to identify target audiences and isolate their informational needs.
- Campaign literature in winning districts centered on children and educational programs rather than school finances.
- The boards of education in winning school districts were generally unanimous in their vote to place the financial issue on the ballot.
- The winners were more committed to year-round financial communication than the losers.
- The winners typically placed responsibility for the campaign in the hands of one person.
- One form or another of citizen involvement characterized the campaigns of winners.
- The winners began their campaigns by informing all voters of the ballot issue and its implications for the educational program.
- The winners made special efforts to communicate with school supporters.
- Most winning campaigns were organized by elementary attendance areas, and the elementary principals had key communication responsibilities.
- Most winners had a history of working with the news media on a year-round basis. No winner relied solely on the media for campaign communication.
- The winners didn't threaten voters with cuts in program, but they did clearly explain what would happen in the event of financial defeat. Most often the winners provided

this information as "locally" as possible; i.e., general explanations of what defeat would mean were provided by central office; more specific information was provided in a child-centered way by the building principals.

- Citizens in winning school districts seemed to know well ahead of the election that funds were needed. The announcement of the election wasn't a surprise.

- Staff communication was considered a priority in winning districts. Staff members were first to know the need for the election and the ingredients of the campaign. Simply put, winners considered staff involvement an essential campaign consideration.

- Winning districts carefully timed their communications and campaign activities. Care was taken to get the right information to the right place at the right time.

- Winning districts followed the rule of "into/out-to." They stressed the year-round importance of getting citizens into the schools for various programs and activities . . . and they made sure they went out to the public before and during the financial campaign.

- Winners had provisions for obtaining grassroots feedback, and they used the information they obtained to improve their communications.

- Winners invited–sought out!–citizen questions about the financial issue. And they provided believable answers to questions asked.

- Winners telephoned school supporters the evening before or the day of the election with a reminder to vote.

Eight Critical Steps

Thus, Banach says, there are eight sequential steps to follow in putting together a finance campaign, regardless of the issue on the ballot. They are:

1. **Analysis**–is probably the most important step in any campaign. It means tuning in to the community to find out what people know and need to know about the ballot issue. It means using informal listening techniques, citizen committees and opinion research. Analysis is the first thing you do in a campaign . . . and it's the most important.

2. **Determine needs**–after you analyze the community. Use the knowledge of your community that analysis provides to develop a ballot issue that is salable.

3. **Strategy**–is also based on analysis. In planning campaigns, the fundamental premise is that some people are more supportive than others. These people have to be identified, and their support for schools reinforced. Efforts must also be planned to reach the

undecided voter. "No" voters should be ignored during the campaign proper. "No" voters should be accommodated during the year-round school communication program.

4. **Organize**—to implement the strategy. Put the campaign in the hands of one person, and give him/her the responsibility and authority needed. Put school people in charge of operating committees, and let them recruit as many volunteers as necessary to complete the committees' tasks. (But when it's accountability time, it's the school people you'll be looking toward.) Make sure the campaign is organized to effectively deliver information and respond to inquiries at the neighborhood level. Chances of success are directly proportional to the amount of personal contact organized in the neighborhoods.

5. **Plan**—every detail . . . twice. Establish a calendar that tells who is responsible for what when. And hold people to it. Revised—and more detailed—calendars should be issued at least monthly during the campaign . . . and updated as needed by a vehicle for communicating late-breaking campaign news.

6. **Finance**—the plan. It's the order of things that's important. Don't say: "We have $100, what kind of campaign can we run?" Determine what needs doing and have the finance committee raise the money necessary to do it.

7. **Communicate**—in both shotgun and rifle style. Look at the campaign in four stages: education, information, response/reinforcement and activation. These stages imply a long timetable beginning with mass communication (shotgun) techniques and winding into personal (rifle) approaches during stages three and four. The final stage is usually 7-10 days in length and is devoted almost entirely to personal contracts of "yes" voters.

8. **Evaluate**—to see what went right . . . and what went wrong. Surveys, talks with volunteers and other types of critiques can make even the best campaign better the next time. And evaluation brings the process full cycle to analysis. That means when you look back on the campaign just finished you are already starting the next one.

WHY ISSUES FAIL

Just as there are certain fundamental reasons why school finance issues pass, there are fundamental reasons why they fail. According to Hubbell, school districts which lost at the polls:

- Started too late and put out too much, too soon, too fast.
- Attempted to "sneak the issue through" and ran a campaign that was too "low key."
- Had too much talk about money with everything too dollar-oriented.

- Used explanations that were too complex.
- Did not use citizen leadership but depended too much on their boards of education and staff members to handle the election information efforts.
- Had campaigns that just publicized the campaign—with nothing on the needs.
- Mixed conviction efforts with persuasive appeals.
- Used the wrong information channels—forgot to use those the "average voter" relies on.
- Aimed information on district's needs to total district rather than at each area of the district.

The 'Dirty Dozen'

Says Banach: "School financial issues fail because educators don't understand campaign dynamics. That's a basic fact those of us in education find difficult to accept. Moreover, we tend to bungle key tasks. We compound our oversights by neglecting to ask "Why?" when the totals are posted. This neglect—this stubborn refusal to evaluate results—is a major cause of most financial defeats.

According to Banach there are 12 potential pitfalls that planners of school district finance campaigns can avoid if they take the time to evaluate past efforts which have failed. To combat the "dirty dozen," he has developed "rules" which if heeded should increase a school system's chances of success at the polls:

RULE ONE: Avoid the split board at all costs. It is the best reason John Q. Public can have to vote against the issue.

Voting four-to-three on a financial issue is the kiss of death. After all, if the board can't make up its mind, how can it expect the public to? Even one member of the board of education voting against an issue raises numerous credibility questions:

RULE TWO: Disregard for analysis is a surefire way to start your campaign with a fizzle.

One wouldn't dive into a swimming pool without pausing to see if it contained water. A common sense parallel should apply before launching a financial campaign.

A good starting point is a thorough assessment of previous elections. The opinion poll is an obvious technique, one which should be combined with other year-round analysis (listening) activities to get a clear picture of what the community wants and what the people are likely to support.

RULE THREE: Ignore "no" voters. Know in advance how many "yes" voters are needed and go after them.

Identify those who support your efforts, make sure they understand the issue, and get them to the polls.

Study after study shows the "no" voters are hard to convince. The fundamental fact is that some people (publics) are more supportive than others, and it's more productive and easier to find 10 "yes" voters than to turn one "no" voter around. Elections are won vote by vote, and where there are some votes there are more votes.

RULE FOUR: Lack of planning is the root cause of floundering campaigns. Developing timelines and detailing responsibilities and prerequisites for success.

Campaigns without plans are characterized by "too little, too late." This could be called a planning gap—the difference between where one wants to go and where one is likely to go if intentions aren't detailed. Planners take the knowledge gained from analysis and strategy sessions and translate it into an action sequence. This sequence of activity then has to be communicated via a master calendar to everyone involved in the campaign.

RULE FIVE: Citizens should be involved.

School financial issues are won by meaningfully involved citizens. Why? They are more credible in the neighborhoods than educators and can more effectively create that "don't be the last kid on the block" feeling throughout the community.

But citizens need direction, and that's why they shouldn't control campaigns.

Campaigns should be citizen-led and administratively controlled. There are three basic reasons: First, citizens know even less than educators about campaigning. Second, a good campaign requires full-time effort. Most citizens simply cannot devote the man-hours necessary. Third, administrators can be held accountable for their activities. The campaign coordinator can put the "heat" on an administrator to work harder or smarter . . . or both. Unfortunately, this is something most citizen volunteers won't tolerate.

RULE SIX: It is difficult to be successful unless you commit continuing resources that are up to the job. The enemy is neglect—our neglect.

School financial elections are important and deserve a continuing commitment. But a common (and justified) citizen complaint is that "the schools only talk to us when they need money."

Districts with year-round communication programs are the most successful in financial elections. They integrate the **what, why, when, for whom and how much** of financial communication into their year-around communication plans.

RULE SEVEN: Little words do the best job of telling the story, and they have impact! Use them to talk about student needs.

Jargon is the crime of every profession, and educators are particularly guilty when it comes to financial communication. Most have a hard time explaining "state equalized valuation," yet it is hooks like this upon which hang verbal and printed presentations.

Financial communications should be student-oriented. Whatever we need money for, we need it most for them. Put pictures of kids on your election brochures instead of–you should forgive the thought–"money trees" and floor plans.

RULE EIGHT: An election only lasts one day. On that day the appeal of the issue has to be brighter, bigger and better than at any time during the campaign.

Some school districts still insist on stuffing millage messages in shopping bags at the supermarket just as Mrs. Jones is being mentally molested by inflated grocery prices.

Properly done, financial communication of a background or "conditioning" nature takes place at strategically timed points during the school year. Communication relating directly to the election (The get-them-to-the-polls-on-time-communication) should be reserved for the 7-to-10-day period prior to election day.

Communicate long messages early in the campaign; shorter messages as election day approaches.

RULE NINE: When people ask questions (and you answer them), you're communicating.

Visualize the person receiving your message as the communicator. When he/she radiates understanding, you have communicated. Grinding out press releases, brochures and other election literature will prove fruitless unless you go after this feedback.

The opportunity to obtain feedback is one reason organizing financial campaigns by elementary attendance areas has proven extremely effective. That's where people can best understand how the financial issue will affect them . . . and their children.

RULE TEN: Use committees to perform tasks, and assign a manager to manage.

Committees are necessary evils. They can't respond quickly and they can't be held accountable. That's why one person should coordinate the campaign. Given appropriate responsibility and authority, the chairperson can control what is being done, keep the campaign plan intact and use citizens, consultants or whomever for advice.

RULE ELEVEN: Systematic feedback is critical. Without it the communication may inadvertently turn 90 degrees from the audiences.

What elements in the environment have changed? It is critical to know what has been happening "out there" since the first analysis. Answers are needed to questions like: How are people responding to the information being provided. What do they and don't they understand? In short, are we communicating?

Systematic feedback will tell what effect the communicator has been having, and identify necessary mid-course corrections. It also discourages "seat-of-the-pants" decision-making, and muffles those pessimists who keep saying that "everybody is against us."

RULE TWELVE: Check everything–twice!

A superintendent in the Midwest recently ran a superb campaign, passing a bond issue to build a new high school. One snag: an improperly worded ballot meant the district could sell the bonds, but couldn't use the money to construct the high school. Back to the voters!

Even ballots that are properly worded can contribute to defeat. Avoid confusing legal language by consulting with an attorney. Use the ballot as yet another channel for explaining that the "three mill increase" described on the ballot is really a renewal. It is possible to say what you mean (if only in parentheses).

From Another Perspective: Other Pitfalls To Avoid

Gayle Wayne, director, Community Support Services and Communication Services for the Ocean View (Calif.) School District, surveyed school ballot defeats in California. Writing for a Community Support Service workshop handbook on school finance elections, she cited the following reasons why the issues went down at the polls:

1. Voter registration lists provided by registrar were inaccurate, arrived late and threw off the timetable.
2. Voter turnout was higher than estimated, therefore quota was too low.
3. Rain three weekends in a row hampered blockwork.
4. Board action just prior to election day was not in best interest of the campaign, caused severe adverse publicity.
5. Confusion in leadership; job descriptions not followed.
6. "Living room" blockwork (i.e., guessing about supportive voters instead of contacting them).
7. High percentage of "senior" residents were influenced by last minute anticampaign.
8. Insufficient number of volunteers recruited, therefore timetable not long enough to complete job.

9. Shortcuts, promises and no follow-up.

10. Get-out-the-vote effort not carefully detailed; phoners were confused and lacked essential resources.

11. Not a total team effort.

12. Local, nearby school district issue spilled over into election campaign. Community identity not well enough established to assure separation of districts and issues.

13. Tax bills came out two days before election.

14. Teacher package presented two weeks before campaign peaked.

15. School board divided on need for the election.

16. Opposition utilized same strategy.

17. Superintendent lacked credibility. Board did also.

18. Pollwatching was thwarted by election officials who didn't post results until too late.

19. Side issues with emotional impact (i.e., year-round schools, double sessions, teacher unrest) overshadowed real financial issue.

20. Quotation taken directly from a post-election survey among voters as to why election failed:

    "The 2700 people who voted against are _____ School District graduates and cannot read with sufficient comprehension to understand the advantages of a yes vote."

It is evident, then, that many of the same reasons that cost school ballot issues defeat in Michigan were the same issues that caused similar defeats in California.

And the same can be said for just about every other state in which school districts must submit operating budget levies or capital budget bond issues to the electorate.

Avoiding these mistakes could mean victory almost anywhere.

100 QUESTIONS

So you're going to hold a school finance election. Where do you start?

You start, suggests Michigan's Banach, by asking yourself 100 critical questions. If you can answer all of them, you've got a head start toward an election victory. If you can't answer them, it might be best just to stay off the ballot until they are answered.

They are:

1. When should we hold the election?
2. Why?
3. On which day of the week should the election be held?
4. Why?
5. Are any events likely to occur on this date (or near it) which will affect voters?
6. What will be on the ballot?
7. Why?
8. How complex will the ballot proposition be?
9. How well can we explain our needs in everyday language?
10. How much time will we have to campaign?
11. Is the amount of time for the campaign adequate?
12. Who supported us last time we went to the polls?
13. Why?
14. Where are these people now?
15. How do they feel about the proposition being considered?
16. Why?
17. Do we anticipate any problems which might affect the vote even though they are not related to the proposition itself?
18. How can we eliminate or minimize these problems?
19. How effective has our communication program been during the past year?
20. How can we capitalize on the good things we have been doing?
21. What will our strategy be for this campaign?
22. Who will determine it?
23. Why?
24. When?
25. What has been the election success rate in surrounding districts?
26. Are there regional or state educational issues which might affect the campaign?
27. Who will coordinate our campaign?
28. Why?
29. Who will support the coordinator?
30. Do we need to raise campaign funds?
31. Who will be responsible for fund raising?
32. Why?
33. What resources will this person need?
34. Will we conduct a voter registration campaign?
35. Why?
36. How?
37. When?
38. Where?
39. Who will be the liaison person with our attorney?
40. What will the ballot say?
41. Is the ballot language understandable?
42. Should we use sample ballots in our campaign?
43. How will we get the campaign message to our staff?

44. What will the message be for each employee group?
45. Who will be responsible for turning out the employee vote?
46. What will be the association's/union's role in the campaign?
47. Will students be involved in the campaign?
48. How?
49. Why?
50. Who has the most to gain if this proposition passes?
51. Who has the most to lose if the proposition is defeated?
52. What publics should we direct this campaign toward?
53. Should we have a speaker bureau?
54. Why?
55. Who will coordinate the speaker bureau?
56. Who will prepare the message for the speaker bureau?
57. Will we hold coffee sessions outside the school buildings?
58. Who will speak at coffees?
59. What will be the agenda for a typical coffee?
60. Should we have a series of large informational meetings?
61. Why?
62. What will the agenda look like?
63. What role should each administrator play in the campaign?
64. What will be the board of education's role in the campaign?
65. Have we had organized opposition in the past?
66. Where has the opposition come from?
67. What were these people opposed to?
68. How was opposition handled last time?
69. Should we anticipate organized opposition during this campaign?
70. How will we counter it?
71. Should we?
72. Should we use surveys during the campaign?
73. Why?
74. What should we seek to determine?
75. What will we do with the information?
76. Will we have data processing support during the campaign?
77. How will we use it?
78. How will we control it?
79. How can citizens be effectively involved in the campaign?
80. Who should be on the advisory committee?
81. Why?
82. Who will print our literature?
83. What kinds of literature should we have?
84. How will it be distributed?
85. When will it be distributed?
86. Should we have a central information center?
87. Who should be in charge?
88. Why?
89. Should we have a campaign headquarters?

90. Why?
91. How will we keep those involved in the campaign informed?
92. Should we have a campaign theme?
93. What messages should we provide to clubs and organizations (school booster, etc.)?
94. Should we make presentations to service clubs?
95. Will we make reminder calls election day?
96. Will we call voters on election day?
97. Who will coordinate completion of these calls?
98. Will our community's telephone system handle this volume?
99. What will happen if the proposition is defeated?
100. Who will we send thank you letters to when the campaign is over?

Contributed by:
National School Public Relations Association
Budget/Finance Campaigns: You Can't Afford to Lose
Arlington, Virginia

FINANCIAL CAMPAIGNS . . . . DO'S AND DON'TS

DO . . . .

1. Have it well planned with established deadlines.
2. Utilize appropriate citizens' advisory committee.
3. Have **one key coordinator** over the entire campaign.
4. Provide campaign coordinator with adequate time. Relieve him of some of his/her regular duties so the person has adequate planning and follow-up time.
5. Define your publics and how they should be contacted.
6. Have reasons for election well defined, with pros and cons presented clearly.
7. Train all key campaign workers well. Keep meetings short.

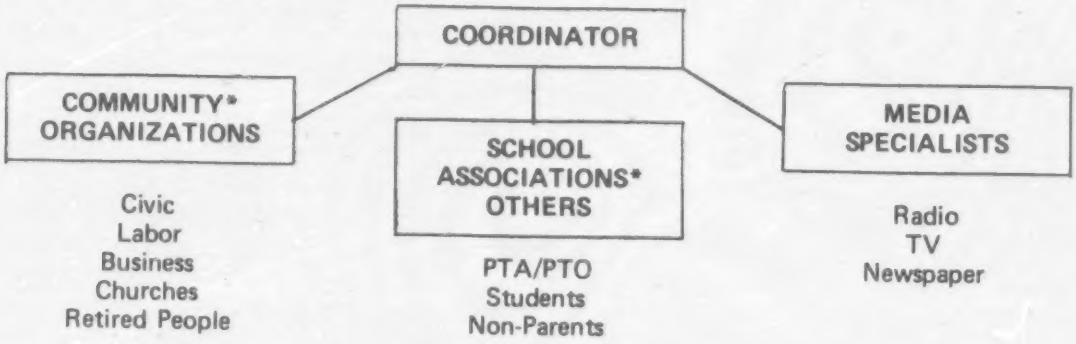
DON'T . . . .

1. Get too fancy with materials prepared . . . it may look too expensive to the voter.
2. Prepare complicated charts, graphs, or formulas. Keep it simple and understandable.
3. Use educational "ese" unfamiliar to your publics.
4. Use scare tactics.
5. Send unprepared representatives to present campaign to any group.

Contributed by:
Mr. Maynard Corlett
Director
Yuma County Career Education Project
Yuma, Arizona

WORK SHEET GUIDELINE

There is no perfect worksheet tailored for your needs or community. What is important is that you **write it down**. There is no other way to make sure you haven't omitted any person/organization or area of need.



*Club/Association

Organization Information

CLUB NAME _____

Meeting Place _____

Meeting Time _____

President/Program Chairman _____

Telephone Number Contact _____

ELECTRONIC MEDIA INFORMATION

Station/Channel Availability

Address _____

Telephone Number _____

Public Service Coordinator _____

Time Available _____

Format Desired:
1. Live (Time Restrictions)
2. Pretaped
3. May/May not use slides or other illustrations

Dates available and/or to be scheduled _____

Key people to be used: (Make List)

Printed Media Availability

Daily-Weekly _____

Deadlines _____

Whom to Contact _____

Phone Number _____

Address _____

Photo Requirements _____

Editorial Coordinator _____

Other Space Available _____

Besides the three subcoordinators, other categories could be:

1. Volunteer Trainer/Coordinator
2. Door-to-Door Coordinator
3. Fund raising Coordinator
4. Others to meet your local requirements

Another important resource which must be organized is your volunteer group. The simplest way is to use a card file. Each card should include the following:

SAMPLE VOLUNTEER CARD FILE FORMAT

NAME _____ PHONE _____

ADDRESS _____

PARENT _____ NONPARENT _____

WHEN AVAILABLE _____

HAS VOLUNTERED TO: _____

_____

Organizational Affiliation: _____

Assigned To: _____

It is very important to make use of volunteers. The old adage "use me or lose me" is quite true. Someone interested in working who is ignored may become a negative rather than positive force for your campaign.

SUMMARY

Whether you use a blackboard, newsprint or a well-organized file, all the information you feel will be needed to organize and run your campaign must be put down in a systematic form. Record keeping is of critical importance, both for keeping track of what you're doing now and for evaluating your efforts to get ready for the next campaign.

Once organized, keep clear lines of communications between subgroups, maintain your deadlines (obviously you will need some flexibility as the needs and situations change), and make sure your key coordinators are contacted frequently. This will better insure that responsibilities are met, and inform you of any unforeseen problems which may arise.

When you first start planning your finance election, get a copy of the NSPRA book *Budget/Finance Campaigns: You Can't Afford to Lose*. Excerpts of it have been presented here, but the entire book is a must for any district planning an election. Some districts have even bought multiple copies of the book and distributed it to all board members, the superintendent's staff and all building principals during the planning stages of a campaign. It's a good way to insure a team effort, districtwide.

NSPRA's book isn't the only source of good information. Look at some of the districts in our own state and elsewhere in the country. Write and ask for examples of materials they used that were successful. Then sift through all these resources and tailor a campaign to meet the individual needs of your school and community. What works in one area may not be right for your situation.

Above all else, WIN or LOSE, make sure you say "thank you" to all who helped. This is even more important if you have to do it again.

Contributed by:
Mr. Maynard Corlett, Director
Yuma County Career Education Project
Yuma, Arizona

SECTION XIII

LAWS AND MANDATES

INTRODUCTION

All educators are aware of the increasing body of federal and state laws directly affecting the operation and programs of our public schools. New laws, court decisions and federal regulations have had a direct bearing on programs offered in our schools, operations of schools at all levels, and our communications with the community. As further legislation is passed, and current legislation implemented and tested in the schools, it becomes clear that persons involved in school communications must keep abreast of legal developments and their implications for the schools.

This section will briefly outline some of the major federal and state legislation affecting our schools, what it means to the school communicator, and how we can meet our legal responsibilities in a positive manner, creating public relations assets instead of burdens. We have drawn from federal and state law, court cases, guidelines, and the experiences of our own and other districts in compiling this section. In selecting these particular topics, we have attempted to deal with those laws and mandates which directly affect the school communicator.

Ms. Mary Anne Gluss
Senior Information Specialist

Mr. Alejandro Perez
Administrative Assistant for Special Programs

Glendale Elementary School District No. 40
Glendale, Arizona

FEDERAL LAWS, REGULATIONS AND COURT DECISIONS

THE CIVIL RIGHTS ACT OF 1964 AND LAU V. NICHOLS

Section 601 of the Civil Rights Act of 1964 states that:

> "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The Civil Rights Act has had wide-reaching implications in every sector of society, and has affected the schools in several areas. If schools are found to be in noncompliance with Section 601 of the Act, they are subject to loss of all federal assistance which they may receive.

One of the most dramatic tests to date of the Civil Rights Act in the schools is the landmark case of *Lau v. Nichols* (1970) in which the San Francisco School District was proven to be in violation of the Civil Rights Act by the U.S. Supreme Court for failure to provide public education in the native language of many of its students.

The court ruled that equal access to school facilities was not equal educational opportunity, and provided for government agencies to issue guidelines for compliance with the Civil Rights Act. Those guidelines provide not only for the establishment of Bilingual Education programs in schools, but also require that all communications to the community be written in the primary home language of the affected group. (*Health, Education and Welfare Guidelines for Lau Remedies.*)

Also under these guidelines, a school district is required to provide Bilingual Services (including translated materials) if it has a school population of five percent or twenty students whose primary home language is other than English.

Responsibilities of the communicators:

Under *Lau v. Nichols*, all communications from the district which are in the nature of a public notice must be published in the language(s) of those students. Such information could include:

- Election materials (also required under PL 9473–Voting Rights Act of 1975)
- School rules and regulations (Handbooks)
- Special program information (Brochures)
- All required notices such as immunization information, parent and student rights, due process information, changes in district operation and/or policy, etc.
- Consent forms, releases, directory information cards and surveys

It is the responsibility of the communicator to provide for translation of these types of materials. Not all publications need be translated, but the communicator must discern which of its publications serve as notices to parents, and provide for translation of these to ensure equal notification of all parents.

How this may be accomplished:

In most areas affected by the Lau decision, personnel who speak the language of an affected group are usually available. If translation becomes a time consuming project, parent volunteers may provide translations that will be understood by the community. (Do not forget that in most areas a dialect rather than a "classroom" language will be spoken.)

The public relations value of translated materials cannot be underestimated, and you may find increased parent involvement, better understanding of what the schools are doing, and a better sense of community through the use of translation.

TITLE IX – EDUCATION AMENDMENTS OF 1972

Title IX prohibits sex discrimination in educational programs and activities which receive federal funds. This applies to employees, job applicants, students, parents of students and professional organizations.

The law requires that the school district include a statement of its nondiscriminatory policy in any announcement, bulletin, catalog or application published by the school district. This includes student and employee handbooks. Also, each district must appoint a Compliance Officer who will ensure that no such discrimination exists.

Responsibilities of the communicator:

The school communicator should be sure that such a notice is included in those types of publications, and that the name of the district's compliance officer also appears.

How it may be accomplished:

A notice might state as follows:

> "The _____ District states its intent to comply with the spirit of the law and the regulations of Title IX issued by the United States Department of Health, Education and Welfare which prohibits discrimination on the basis of sex in education programs or activities which receive federal funds, extending to employment and administration of such programs and activities.
>
> Questions concerning compliance with Title IX should be referred to the District Compliance Officer, _____."

A similar notice should appear in student handbooks, possibly written in a manner more understandable to younger students. Such notices should become a permanent part of applications and catalogs, but if a school district does not publish handbooks, a notice should be printed once each year in some other publication, such as a newsletter.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (Buckley Amendment)

This act basically provides for a parent's right to inspect, review and seek correction of a child's educational records, and insures the confidentiality of such records. Also, it provides for a due process procedure whereby parents may seek changes or corrections in a child's records.

The implications of confidentiality of records, however, have created "gray" areas which are left open to broad interpretation and which may not be resolved in the schools for some time.

The most notable example of such an area is in the release of "Directory Information." Under the Buckley Amendment, any school making available Directory Information (names, addresses, weight, awards won, etc.) must each year publish a public notice of the categories of directory information, and provide parents with reasonable time in which to refuse consent to release such information. Whether or not to make public such information is left up to the schools. A district must also notify parents that all other educational records or **personally identifiable information** other than directory information will be treated as confidential and not released without written consent.

In Arizona, the State Legislature in 1977 adopted a law (ARS 15-442, Sec. B-13) whereby the schools would not make public any directory information without written consent of the parents. This interpretation of the Buckley Amendment has created several areas of concern for the school communicator in Arizona.

Responsibilities of the communicator:

Signed releases must be secured before directory information **and/or** photographs may be utilized in annuals, newsletters, or in local media. Although it has never been determined that a photograph constitutes personally identifiable directory information, to be safe, many districts are currently treating them as such.

The Maricopa County Attorney has advised that signed releases be obtained for the following:

1. Names and information about students published in newsletters sent to the home.
2. Film shot by TV crews, even if no names are used and the film will be used for background.
3. Information, names and photographs published in programs and annuals.

Note: Student journalists who write for student papers may publish news and features without written consent when they gather information as journalists under the provision of the First Amendment to the Constitution.

How we can accomplish this:

It should be noted here that the matter of directory information will be taken up by the 1978 Legislature, and there is the possibility that the ruling will be revised to allow schools to release directory information, and require signed releases only for confidential educational records and other personally identifiable information. The current state law is thought by many to go well beyond the intent of the Buckley Amendment, but unless and until a reversal is approved in Legislature, the schools should be sure that they have signed releases on hand before publishing any directory information.

A final consideration:

Special Education students, although not specifically mentioned in the Buckley Amendment, do require our special consideration.

A child's enrollment in a special education class may be considered confidential educational information. Although no ruling exists, it may be considered that publishing a photo of an obviously handicapped child constitutes release of confidential educational information. To ensure the privacy of the child and the parents, it is suggested that signed releases be secured for photographing all special education students. Parents will appreciate your consideration of a child's special situation.

AFFIRMATIVE ACTION

Title VI of the Civil Rights Act of 1964 calls for agencies receiving federal funds to implement plans for achieving equal educational and employment opportunity, which are commonly referred to as "Affirmative Action" plans.

Although there are no set regulations for how an agency such as a school should implement an Affirmative Action plan, school districts should have a plan which will result in an educational program and a work force which reflects an appropriate balance of the sexes and the minority groups within the community.

Responsibilities of the school communicator:

Although there are no set requirements affecting school communicators, it is important that you be familiar with your district's plan. You might wish to include the phrase "Equal Opportunity Employer" on applications, handbooks and catalogs. Your district should adopt a policy statement on Affirmative Action.

An awareness of Affirmative Action plans will enable the school communicator to reach the total community and avoid the error of overlooking an audience.

SECTION 504 OF THE REHABILITATION ACT OF 1973 (Nondiscrimination on the basis of Handicap)

As indicated, this section prohibits school districts from discriminating against any person on the basis of handicap. This applies to students, employees and job applicants. Adopted in 1977, the regulations clearly outline what constitutes a handicap and the means that should be taken by any agency which receives federal funds to ensure that no handicapped person is excluded from participation in, or the benefits of, any program.

Responsibilities of the communicator:

As is the case with Title IX and Affirmative Action, the district is required to publish notice of its policy of nondiscrimination on the basis of handicap on a regular basis, or to include such a notice in its regular publications.

How to achieve this:

As with Title IX and Affirmative Action, a similar statement regarding nondiscrimination on the basis of handicap should be included in one or more of the following publications:

1. Employee handbooks.
2. Recruitment materials and applications.
3. Parent/Student handbooks.
4. Newsletters (if such a statement is not a permanent part of another publication).

Again, the school district should have adopted a policy statement on nondiscrimination on the basis of handicap.

ARIZONA STATUTES

ARS 15-1202.01 – **Election for Budget Increases; notice; ballot; effect** (Override Elections)

The 1977 revisions of this law have added several new regulations for the preparation and distribution of override election materials which directly affect the school district communicator.

If a school district governing board calls for an override election, voter information and sample ballots shall be prepared and distributed in the following manner:

At least two weeks prior to the election the **County School Superintendent** will prepare an informational report containing the following:

1. Date of election.
2. Polling places and times.
3. The proposed total increase in the budget.
4. The dollar amounts and purpose of the increase, such as salaries, supplies. etc.
5. One argument for and one **against** the proposed increase. The "pro" argument is

to be prepared by the district governing board, and the "con" is to be prepared by those in opposition. Deadlines for these arguments will be set by the County Superintendent. Arguments are limited to two hundred words.

When the district receives these reports from the County Superintendent, it shall immediately distribute them to the households in which qualified voters reside. (In districts located in counties having a population of 200,000 or less, all households shall receive this information.)

It should be noted that children in the district may not be used to distribute election materials. The district must make arrangements to mail or distribute the materials in some other manner.

Responsibilities of the communicator:

The district staff may be called upon to produce the information required by the County Superintendent's Office as listed above.

Information submitted to the County Superintendent should also be translated, if necessary. The county provides translated sample ballots.

The intent of the law is to provide sufficient information representing both sides of the override issue, and although the school communicator is relieved of the responsibility of preparation, layout and printing of the election materials under this law, care must be taken to ensure that the procedures and time-lines set forth in the law are followed.

To date, there have been no opinions issued on the actual limitations or implications of the law. School communicators should, however, exercise caution in sending news releases or granting interviews concerning the override election. Any information releases should reflect the facts and figures involved, but opinions, pro or con, should be avoided.

Again, the best approach a school communicator may take is to be aware of the law's requirements and to work within the guidelines set forth by the law.

RESOURCES

A school communicator should have available copies of: *The School Law Register* (Federal laws affecting education), *Arizona Revised Statutes – Title XV* (State laws governing education), *Task Force Findings* (Lau v. Nichols) Published by the Arizona State Department of Education. Also helpful are subscriptions to periodicals such as the *Education Daily* and the *Federal Register* which provide information on current legislation and its effects on educational programs.

Contributed by:
Ms. Mary Anne Gluss, Senior Information Specialist
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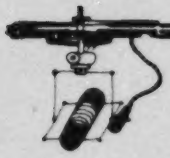
Glendale Elementary School District No. 40
Glendale, Arizona

SECTION XIV



RESOURCES

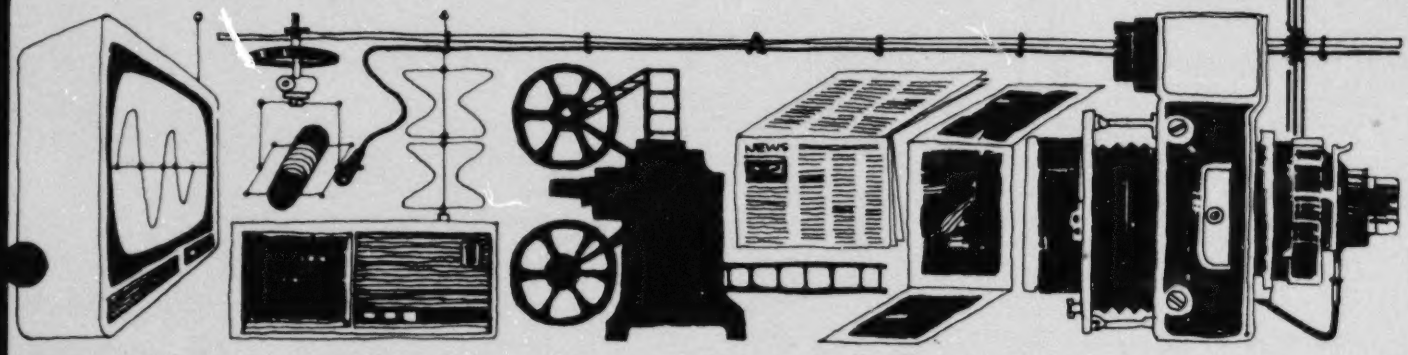
INTRODUCTION

The Resources section contains materials of value to individuals working in school/community relations.

A Selected Resources List for school/community relations is available as well as the names, addresses, and telephone numbers of significant Arizona media. An Arizona School District Communications Contacts List is at the end of this section.

These lists, although current at the time of publication, will need updating due to changing personnel.

Mr. Michael Steinberg
Administrative Assistant
Arizona Department of Education
Phoenix, Arizona



SELECTED RESOURCES LIST

Publications of the NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION (NSPRA); Ms. Virginia M. Ross, Director; School Communication Services; 1801 North Moore Street; Arlington, VA 22209; Telephone: (703) 528-5840.

BOOKS AND PAMPHLETS

ALTERNATIVE SCHOOLS 1977

Describes the diverse goals and common characteristics of successful programs across the country.

BUDGET/FINANCE CAMPAIGNS: YOU CAN'T AFFORD TO LOSE 1977

Provides proven techniques for explaining and winning community support for school budgets and campaigns.

CAREER EDUCATION 1974

Lists federal and state career education programs that help students prepare for the world of work. Includes changes needed in counseling; describes instructional methods of facilities and the role of postsecondary institutions.

CITIZENS ADVISORY COMMITTEES 1973

Describes how to select members and avoid pitfalls. How to establish positive relationships between school staff and committee members. Examples of ways citizen involvement has provided valuable advice and feedback.

COMMUNICATING DURING NEGOTIATIONS/STRIKES 1976

Provides guidelines for a plan to minimize misunderstanding and disruption during bargaining and work stoppages and to restore a team spirit after settlement. Case studies of large and small districts are included.

CUTTING COSTS 1977

Provides more than 200 cost-effective ideas for reducing school expenditures.

DECLINING ENROLLMENT 1977

Describes how school districts across the country have met and solved the challenges of school closings, fewer dollars, and mixed and often intense public reaction.

DESEGREGATION: HOW SCHOOLS ARE MEETING HISTORIC CHALLENGE 1973

Gives guidelines for integration efforts from districts that have succeeded. How to develop and implement a desegregation plan; a communication program for staff, students, parents, and community. Ways to gain help and funds from community organizations.

DISCIPLINE CRISIS IN SCHOOLS: THE PROBLEMS, CAUSES AND THE SEARCH FOR SOLUTIONS 1973

Describes effective programs to meet the mounting concerns in handling disruptive behavior and provides guidelines for solving discipline problems.

DRUG CRISIS: SCHOOLS FIGHT BACK WITH INNOVATIVE PROGRAMS 1971

Gives essentials for a successful drug abuse program – leader training, planning the content and directing it to the right student at the right time. Includes a leader's guide on the drug culture and a bibliography.

EDUCATING ALL THE HANDICAPPED 1977

Details how state and local educators are working together to insure a "free, appropriate education" for all handicapped children.

EDUCATING CHILDREN WITH SPECIAL NEEDS 1974

Surveys current trends and practices in districts across the nation where administrators, teachers, and parents seek to meet the special needs of the handicapped.

EVALUATING TEACHERS FOR PROFESSIONAL GROWTH 1974

Describes why regular and comprehensive evaluation of the instructional staff is a procedure aimed at improving performance. Includes reviews of current policies and programs at the state, district, and building levels.

GRADING AND REPORTING 1972

Describes patterns and practices in grading and reporting and what critics say about each. Discusses the parent-teacher conference and use of behavioral objectives. Contains sample report cards for K–12.

HOW TO CONDUCT LOW COST SURVEYS: A PROFILE OF SCHOOL SURVEY AND POLLING PROCEDURES 1973

Provides guidelines for taking your own survey and how-to-do-it techniques to assure statistically valid results.

HUMAN RELATIONS 1972

Presents plans and programs school districts are using to change attitudes and build mutual respect and understanding among students, staff, and the community. Looks at employment practices, staff training, curriculum and school-community relations programs.

IGE: INDIVIDUALLY GUIDED EDUCATION AND THE MULTI-UNIT SCHOOL 1972

Describes basic features of IGE: nongraded instruction, team teaching, peer group instruction, and continuous progress. Examples of how IGE works for a typical student and how learning is assessed. Explains in-service programs.

INFORMAL EDUCATION: 'OPEN CLASSROOM' PROVOKES CHANGE, CONTROVERSY 1972

Includes advice on planning and implementing informal education; setting up an informal classroom in a traditional school and equipment needed. Describes roles of teachers and administrators and ways to gain community support.

INSERVICE EDUCATION 1975

Describes successful programs and how-to techniques for today's educators. Taking their cue from business and industry, today's educators provide administrative support, time and money for in-service education, recognizing it as an integral and valuable part of the educational enterprise.

IPI: AN INDIVIDUALIZED APPROACH 1975

Shows how children can pace themselves and strengthen their self-concept; how programs adapt to the open classroom. Describes IPI value for a mobile population, compensatory education programs, needs arising out of desegregation.

LIKING SCHOOLS AND THE COMMUNITY 1977

Describes the growing participation of community members and organizations in the schools.

OFFICE PERSONNEL KIT 1975

Depicts the office staff as a vital link in the school communication chain. This 2-volume set includes: *MAKING THE WHEELS GO ROUND IN SCHOOL PUBLIC RELATIONS* – showing the staff how the "image" they project affects the public's opinion about the schools and district. *YOUR OFFICE STAFF: A PLUS FOR PUBLIC RELATIONS* – a guide for the "boss" to help office personnel create a team spirit and build better relations with teachers, parents, students, and community.

PUTTING WORDS AND PICTURES ABOUT SCHOOLS INTO PRINT 1971

Deals with ways to improve newsletters, the annual report, internal and external publications. Information on media coverage and photography. A handbook for communicators.

READING: ISSUES AND ACTIONS 1974

Analyzes basic problems in teaching reading and describes how schools are working to solve them. Considers relative merits of different materials and methodologies, teacher training, the use and abuse of tests. Includes profiles of successful programs.

RELEASING TESTS SCORES: EDUCATIONAL ASSESSMENT PROGRAMS, HOW TO TELL THE PUBLIC 1976

Submits experience-tested advice including basic principles of assessment communication; activities to publicize and assessment program; how to help staff, parents, and community understand results; and how to handle questions from media.

STUDENT RIGHTS AND RESPONSIBILITIES REVISITED 1976

Looks at how school districts, state departments of education, and the courts have dealt with the question of student rights and responsibilities over the past five years. Describes grievance procedures, roles and view of school boards, parents and the community, samples of student rights codes and dissemination techniques.

SUSPENSIONS/EXPULSIONS: SCHOOLS RESPOND TO NEW LAWS 1976

Provides an in-depth look at successful alternatives to suspensions and expulsions, both in school and out of school. The report reviews the implications of the court decisions for school administrators and school board members.

THAT FIRST DAY AT SCHOOL 1978

Describes facts and gives tips all parents should know about when their child starts school.

VIOLENCE AND VANDALISM 1975

Explores causes and surveys preventive and remedial measures successfully used in districts around the country. Problems and solutions are considered from the standpoint of administrators, police, school security directors, students, teachers, and legislators.

VOCATIONAL EDUCATION: INNOVATIONS REVOLUTIONIZE CAREER TRAINING 1971

Explores growing cooperation between industry and education. Describes exemplary programs which can be adapted everywhere.

WORKING WITH PARENTS 1968

Suggests helpful ways for teachers to develop a two-way communication program with students, parents, and the community. Tips for school administrators to help provide a climate for increased public relations activities for the classroom teacher.

YEAR-ROUND SCHOOL: DISTRICTS DEVELOP SUCCESSFUL PROGRAMS 1971

Examines profiles of year-round schools – those using the staggered quarter, consecutive quarter, trimester, continuous progress, multiple trails, modified summer schools, and quinmester. Gives cost figures, community operation and funding problems.

AUDIOVISUALS

CONFERENCE TIME FOR TEACHERS AND PARENTS Rev. 1975

Provides a multimedia training kit to improve communications between the school and home. Includes two filmstrips with cassettes and a 16-page handbook, *CONFERENCE TIME FOR TEACHERS AND FARENTS: A TEACHERS' GUIDE TO SUCCESSFUL CONFERENCE REPORTING.*

ELEMENTARY SCHOOL PUBLIC RELATIONS TOOL KIT 1974

Details an in-service training program for the total elementary school staff. The filmstrip and cassette – *BRIDGING THE GAP IN HOME-SCHOOL COMMUNICATION* – sets off a

give and take discussion on present communication techniques and needs. The "library" binder provides more than 90 pages of how-to-do-it ideas to improve building-level communication.

HOW TO STUDY AND WHY! 1973

Opens the way for teacher-student discussion of "how to study and why." Included are study tips on listening, taking notes, homework, tests, speaking, writing, and relating to adults. A 2-cassette package with an 8-page teacher's guide.

HOW YOU CAN BECOME AN EXCITING TEACHER Rev. 1977

Shows ways to motivate students and build their confidence in self-learning. The kit includes a self-evaluation chart for teachers; suggestions for principals on use of materials for staff development/in-service training; and a bibliography. Three one-hour cassettes.

PREJUDICE AND YOU . . . A LEARNING EXPERIENCE 1972

Challenges students (ages 11–15) to think and analyze their own feelings and the feelings of others. The three one-hour cassettes with teacher's manual provides a classroom session for dealing with prejudice – racial, sexual, religious, and ethnic.

SECONDARY SCHOOL PUBLIC RELATIONS TOOL KIT 1974

Provides a communication in-service kit designed specifically to meet the needs of a secondary school staff. The filmstrip and cassette – *BRIDGING THE GAP IN HOME-SCHOOL COMMUNICATION* – was developed for and with secondary school personnel and students. The "library" binder provides 96 pages of how-to-do-it tips from successful secondary programs across the country.

TEACHING READING: A SEARCH FOR THE RIGHT COMBINATION 1975

Demonstrates how schools and teachers work to find the right combination of methods, materials, and experiences to help each child learn to read. This 110-frame filmstrip with cassette narration includes a 48-page *PRESENTATION DISCUSSION GUIDE*. Suggestions are included to adapt filmstrip to meet local needs.

YOUR CHILD – FROM HOME TO SCHOOL 1972

Describes changes in today's schools with emphasis on individual differences in children and ways to meet needs. This kit provides an orientation program for parents of children in early education; for the "kindergarten roundup." Filmstrip, cassette and the *GUIDE AND SCRIPT*.

PERIODICALS

IT STARTS IN THE CLASSROOM

Provides a monthly comprehensive communications newsletter for classroom teachers, principals, and administrators (K–12).

EDUCATION U. S. A.

Reports educational trends and innovations in a succinct, weekly newsletter. It also lists books, key articles on education that appear in magazines, and major TV shows on educational topics.

TRENDS

Provides national trends in school communications and offers successful communications ideas in a monthly newsletter.

PARAGRAPHS

Summarizes what people in the school/communications field are doing. Published monthly.

School communications personnel can receive a complete list of publications and services available, plus a copy of the 1977 NSPRA school publications contest winners upon request.

For information regarding the local NSPRA Chapter contact:

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION – ARIZONA CHAPTER (ASPRA); Ms. Joanie Flatt, President; Mesa Public Schools; 549 North Stapley; Mesa, AZ 85203; Telephone: (602) 962-7315.

BOOKS FROM OTHER SOURCES

Ascough, Larry, Editor. *COMMUNITY INVOLVEMENT STRATEGIES HANDBOOK.* Dallas, TX: Dallas Independent School District, 1977.

Presents documentation of many successful cases of community involvement techniques from school systems throughout the nation.

Ashley, Paul P. *SAY IT SAFELY: LEGAL LIMITS IN PUBLISHING, RADIO AND TELEVISION.* Fourth Edition. Seattle, WA: University of Washington Press, 1969.

Details "how to" ways of helping to insure freedom in publications in broadcasting.

Bagin, Don. *HOW TO START AND IMPROVE A P.R. PROGRAM.* Washington, DC: National School Boards Association, 1975.

Offers guidelines and ideas for establishing and improving public relations efforts. This booklet is a primer designed to help the school management team communicate better.

Bagin, Don, and Dave Lefever. *HOW TO GAIN PUBLIC SUPPORT FOR YOUR SCHOOL'S BUDGET AND BOND ISSUE.* Glassboro, NJ: Glassboro State College Press, 1971.

Presents a wrap-up of more than 8,000 pages of research conducted on school finance elections over the past 20 years.

Bagin, Don, Frank Grazian, and Charles H. Harrison. *SCHOOL COMMUNICATIONS: IDEAS THAT WORK.* Woodstown, NJ: Communicaid Incorporated, 1972.

Offers a practical up-to-date, how-to-do-it book that gets right to the point; light on theory.

Bagin, Don, Frank Grazian, and Charles Harrison. *PR FOR SCHOOL BOARD MEMBERS.* Arlington, VA: American Association of School Administrators, 1976.

Provides board members, administrators and other with ideas that should lead to better communication efforts.

Banach, William J., and Ann Barkelew. *THE BANACH-BARKELEW BRAINSTORMING BOOK.* Utica, MI: The Synergy Group, 1976.

Provides insights into public relations, explains what people do and do not know about schools, and describes the types of information school people ought to be communicating.

Berstein, Theodore M. *THE CAREFUL WRITER.* New York, NY: Atheneum, 1965.

Offers a modern guide to English usage.

Bortner, Doyle M. *PUBLIC RELATIONS FOR PUBLIC SCHOOLS.* Morristown, NJ: General Learning Press, 1972.

Provides answers to up-to-date problems in the field of school public relations.

Brodinsky, Ben, Editor. *AN IDEA BOOK FOR THE EDUCATION EDITOR.* Glassboro NJ: Education Press Association of America, 1974.

Offers tips in writing, editing, and publishing.

Bruno, Michael H., Consultant *POCKET PAL.* New York, NY: International Paper Co., 1974.

Submits an excellent introduction to the graphic arts.

Conway, James, Robert Jennings, and Mike Milstein. *UNDERSTANDING COMMUNITIES.* Englewood Cliffs, NJ: Prentice-Hall, 1974.

Gives excellent ideas to feel the pulse of the community and understand ways of gaining community support.

Cutlip, Scott M., and Allen H. Center. *EFFECTIVE PUBLIC RELATIONS.* Third Edition. Englewood Cliffs, NJ: Prentice-Hall, 1964.

Submits a widely-used text whose content focuses on the role of the public relations practitioner as a specialist in communications, an analyst of public opinion, and a counselor to administrators.

Dapper, Gloria. *PUBLIC RELATIONS FOR EDUCATORS.* New York, NY: Macmillan Co., 1964.

Offers "how to" suggestions on preparing and releasing information about the school's activities.

Gunning, Robert. *THE TECHNIQUES OF CLEAR WRITING.* New York, NY: McGraw-Hill, 1952.

Provides helpful suggestions to improve one's writing style.

Gunning, Robert. *HOW TO TAKE THE FOG OUT OF WRITING.* Chicago, IL: Dartnell Corporation, 1964.

Provides helpful suggestions for obtaining clarity in writing.

Hogue, Larry, Editor. *HOW TO BUILD PUBLIC SUPPORT FOR EDUCATION.* Jackson, MI: Mississippi State Department of Education, 1975.

Provides an "idea book" designed to assist educators in obtaining community support for schools.

Hubley, John. *COMMUNICATIONS AND PUBLIC RELATIONS FOR SCHOOL ADMINISTRATORS FOR 1976--77.* Phoenix, AZ: Phoenix Union High School System, 1976.

Offers tips pointers, and ideas for improving a school/community relations program.

Kindred, Leslie W. *SCHOOL PUBLIC RELATIONS.* Englewood Cliffs, NJ: Prentice-Hall, 1957.

Provides a classic text in the field.

Kindred, Leslie W. *HOW TO TELL THE SCHOOL STORY.* Englewood Cliffs, NJ: Prentice-Hall, 1960.

Presents much of the specialized knowledge and technical skill needed for using mass media to tell the school story, plus several chapters about activities which must supplement the use of mass media.

Kindred, Leslie W., Don Bagin, and Don Gallagher. *THE SCHOOL AND COMMUNITY RELATIONS.* Englewood Cliffs, NJ: Prentice-Hall, 1976.

Offers an encompassing text that includes public relations from the management team approach; theory and practical ideas.

Marx, Gary. *RADIO: YOUR PUBLICS ARE LISTENING.* Washington, DC: National School Boards Association, 1976.

Stimulates local boards of education to take greater advantage of the communication possibilities afforded by radio.

Messing, Ruth. *PUBLIC RELATIONS FOR THE CLASSROOM TEACHER.* San Diego, CA: Mare Enterprises, 1975.

Offers a reference manual of successful techniques for communication between teachers, students, parents, other staff members, and the public.

McCloskey, Gordon. *EDUCATION AND PUBLIC UNDERSTANDING.* New York, NY: Harper & Brothers, 1959.

Presents tested principles of effective communication and practical suggestions for action that can help create public understanding of education in a lively written way.

National Association of Broadcasters. *CAMPAIGNING ON TV.* Washington, DC: The Association, 1970.

Offers suggestions on how to prepare a talk for television.

National Association of Broadcasters. *IF YOU WANT AIR TIME.* Washington, DC: The Association, 1970.

Offers practical suggestions for planning school television programs.

National Association of Broadcasters. *SO YOU'RE GOING ON TV.* Washington, DC: The Association, 1971.

Offers suggestions to any organization planning to use television to communicate its message.

National Association of Secondary School Principals Bulletin. *THE PRINCIPAL AND PUBLIC RELATIONS.* Vol. 58:, No. 378, January 1974.

Offers a number of authors presenting essays designed to assist the school principal with public relations.

Newsom, Doug, and Alan Scott. *THIS IS PR: THE REALITIES OF PUBLIC RELATIONS.* Belmont, CA: Wadsworth Publishing Co., Inc., 1976.

Examines public relations concepts in terms of ideas and practical matters.

Rowson, Joseph P. *COMMUNICATION HANDBOOK FOR SCHOOL BOARD MEMBERS.* Washington, DC: National School Boards Association, 1977.

Aims at helping school board members better understand the public relations process and build stronger support for public education.

Smith, Mortimer, Richard Peck, and George Weber. *A COMSUMER'S GUIDE TO EDUCATIONAL INNOVATIONS.* Washington, DC: Council for Basic Education, 1972.

Offers a handy reference guide to the principal innovations – instructional, organizational, financial – that have been proposed for American elementary and secondary schools in recent years.

Tilden, Scott W. *COMMUNICATING VIA RADIO: 101 HOW-TO-IDEAS.* Mr. Scott W. Tilden, 560 North Madison Road, Guilford, CT 06437, 1975.

Presents excellent how-to ideas.

Unruh, Adolph, and Robert A. Willier. *PUBLIC RELATIONS FOR SCHOOLS.* Belmont, CA: Fearon Publishers, 1974.

Assists students in education, teachers, board members, and superintendents who wish to develop an understanding of what is involved in an effective PR program.

Walker, John E., and Richard L. Perez. *PUBLIC RELATIONS: A TEAM EFFORT.* Midland, MI: Pendell Publishing Co., 1976.

Offers a booklet of ideas designed to help administrators of community schools do a more effective job of promoting goodwill in their schools and communities.

Williamson, Shirley Porter. *TO COMMUNICATE IS THE BEGINNING OF UNDERSTANDING.* Frankfort, KY: Kentucky State Department of Education, 1972.

Provides basic information to school systems with under 6,000 enrollment on how to start an effective public relations program using their existing staff and within their existing budgets.

Winiker, G. R., Editor. *THE ASSOCIATED PRESS STYLEBOOK.* New York, NY: The Associated Press, 1970.

Provides guidance for those engaged in writing and preparing material for newspapers.

PERIODICALS FROM OTHER SOURCES

EDUCATION WIRE. Education Wire, Nation's Schools, 230 West Monroe Street, Chicago, IL 60606.

Offers a monthly service to school districts (August through May) that provides education news items that may be used in local district newsletters or other publications.

EDUCATION SUMMARY. Croft Educational Services, Inc., 100 Garfield Avenue, New London, CT 06320.

Provides a news service published 26 times a year that offers a digest of important developments, trends, and problems in education.

EDUCATIONAL PRESS ASSOCIATION NEWSLETTER. Educational Press Association of America, Communications Department, Glassboro State College, Glassboro, NJ 08028.

Provides useful information about education writing.

JOURNAL OF EDUCATIONAL COMMUNICATION. Albert E. Holliday, Editor and Publisher, Box 657, Camp Hill PA 17011.

Provides articles relating to public relations, school-community relations, audiovisuals, management, and human relations. A journal published quarterly.

ERIC ABSTRACTS ON SCHOOL/COMMUNITY RELATIONS

The Educational Resource Information Center (ERIC) of the Arizona Department of Education contains the complete collection of the largest nationwide comprehensive educational data bank. For information about what services are available contact:

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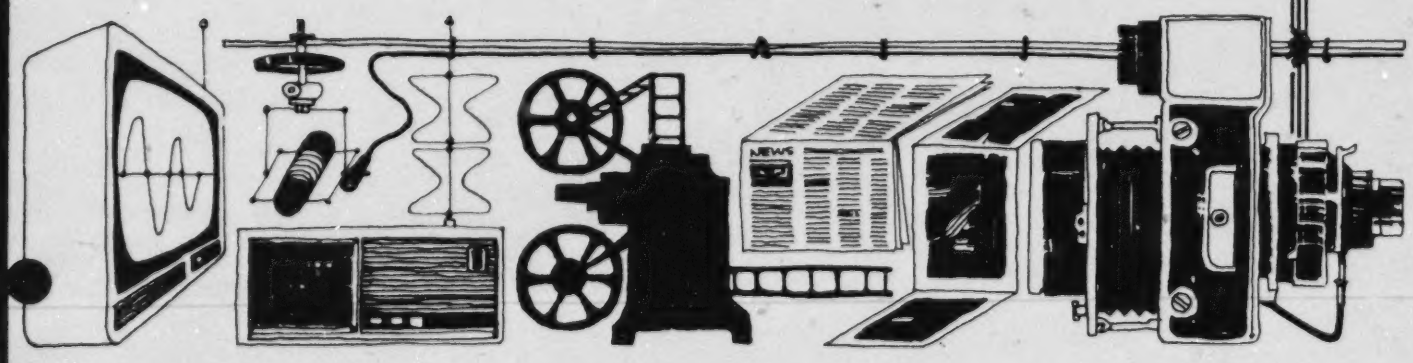

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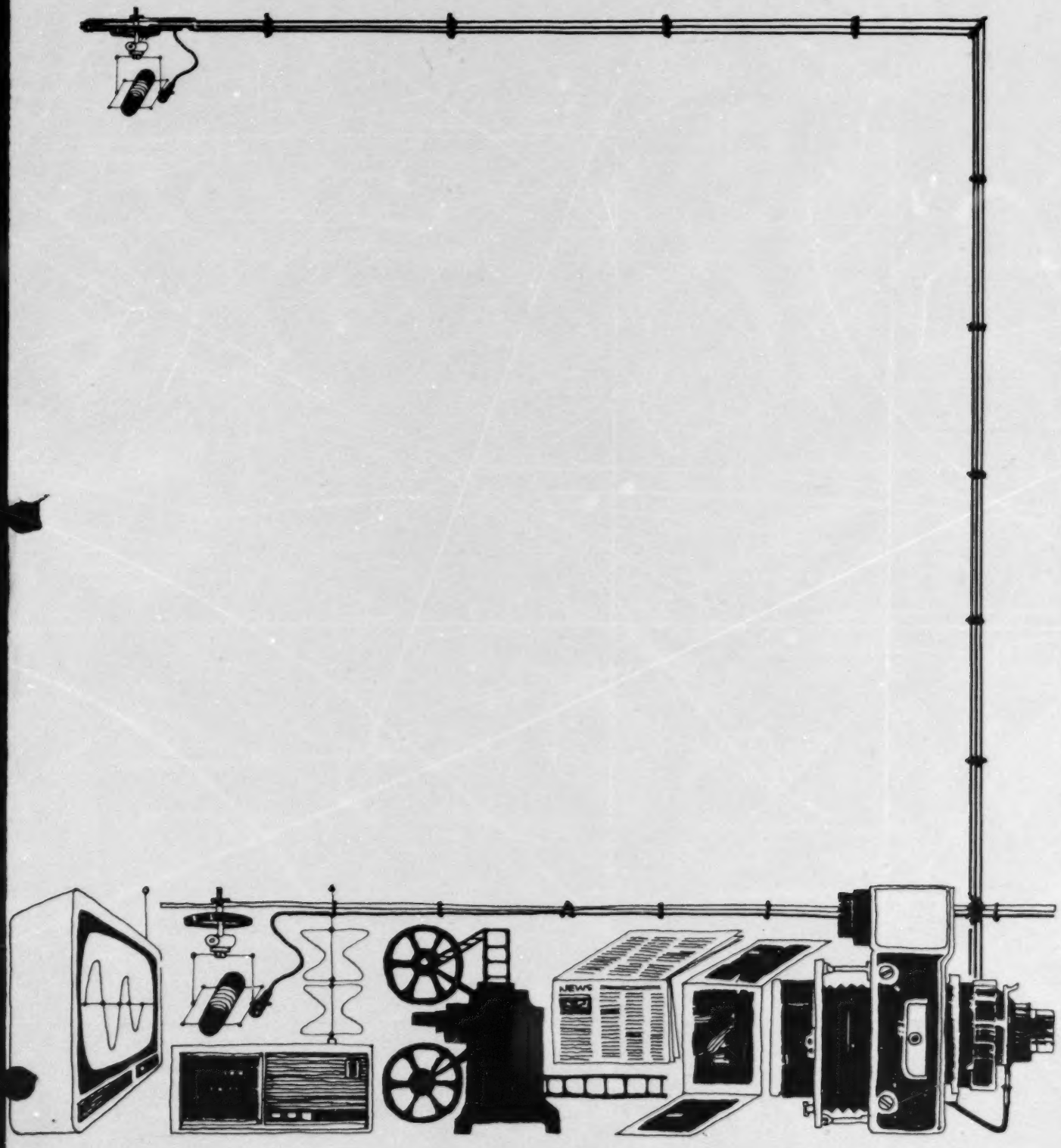
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